

# THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXVI.

For the Week Ending February 7

No. 6

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## The Study of English. II.

By FREDERICK MANLEY, Boston.

In preparing a child to appreciate a passage from English poetry, or a beautiful representation of the earth or the heavens by a master painter, or a fleeting moment of joy or pathos fixed immortally in marble, or a truth of science, beautiful for its own sake as well as for the sake of its discoverers, we are simply preparing the pupil for an appreciation of life. And, strange as it may seem, we are doing, as teachers, the most practical kind of work. For if, in reading a poet, an historian, an essayist, or a scientist, a student should come under the influence of the writer to such an extent as to be led to take interest in the subject written about; and if, stimulated by this interest, he should begin to make observations for himself, it is pretty certain that whatever words he might use to report his observations would be perfectly adequate words, for they would be his own. Their content would be the sum of his experiences in the realities which they name and denote. And herein lies the difference between the study of really great things and the study of merely pleasing things. The pleasing invariably leaves us satisfied—never filling us with that sense of unrest (or curiosity, if you please to call it so), which spurs us to know more and to feel deeper about any subject which attracts our attention. Hence it is that art is the great liberator while the clever, the pleasing, and the sentimental, which we often miscall culture, is a maker of servile imitators. The titillating verse or catchy sentence arouses only admiration for its perception of surprising relations and oddity of statement.

"But is not this latter kind of literature of more immediate interest to the pupils, and does it not serve better to stimulate their activities? The higher kind only encourages silent thought."

Well, activity is one thing; power is another. One may be as active as a squirrel and find, in the end, that the sum of his accomplishments is but a store of necessities; another may go about his work with all the majestic nonchalance of nature and literally accomplish worlds. So many of our activities result in mere loss of breath and exhaustion that we look back upon them and deplore our wasted time and effort. It is usually in the evening of life, in the quiet contemplative light, that we find the jewels of morning without essential radiance or value. Stephano is no longer a god, but a sot, and we marvel how we could have mistaken the clown for deity.

It is at this time that the thoughtful man, looking back upon his "education," asks himself the question: "If I speak correctly because, in order to be socially 'proper,' I have memorized correct forms and not made correctness incidental upon right seeing and thinking; if I behave in a seemly manner because etiquette demands good behavior; if I live clean, dress becomingly and modestly, and act uprightly, for the reason that these are laws which I must observe, and not because they are the efflorescence of the secret sap and strength of my own pure individuality—have I, therefore, any better reason for pride than the ox that bears the yoke which is fashioned for him, or the monkey which gains applause for the clever manner in which he performs his tricks?"

Such a one then recognizes (as do all earnest men and women) that there is nothing we stand in greater need of than appreciation in these times of over-estimated medi-

ocrities and mis-prized worthlessness; when the butt of sack secures respect, at least, for innumerable Stephanos, and possession is accounted the very symbol of power and success. Most of all, we need the spirit of appreciation in our schools and the earlier it is awakened the better.

How much of the tawdry is now presented as excellent! How much of the pretty as beautiful; the clever as humorous; the superficial as thoro! In language and in song heaps of confetti, sugar and candy verses, are given as examples of music and literature. Stars and flowers, brooks and birds, are shown as acting and talking in a manner which, if they were members of any intelligent society, human, stellar or floral, would lead to their incarnation and treatment for idiocy.

In history, events are frequently made to overshadow men, their causes; in nature study (this applies to the lower grades) sentimentality in the form of stories neither interesting nor beautiful, frequently blurs the scientific vision and develops, finally, "an intellectual strabismus" by which the world is ever afterwards seen askint. Now the unspoiled critic in the child is repelled by these things from the beginning. He takes readily to such poems of Stevenson's as we find in his "Child's Garden of Verses," *appreciating* their imaginative qualities and their point of view, which is his own, and if left to himself he would reject, with contempt, all so-called cute conceits about stars as, "pins for twilight's curtain," or cherry blossoms as "little girls in pink and white petticoats." He would enjoy many of the masterpieces in Palgrave's Children's Library, and books like Lamb's Tales, Lang's editions of the fairy lore of the nations, Church's Story of the Iliad and The Odyssey, Buckley's Fairyland in Science, Freeman's Early English History, Stopford Brooks' Primer of English and American Literature, etc., etc. These, wisely used, would furnish abundant material for thought and suggestions for original endeavor. But the child is not left to himself. An artificial environment is created for him, a world without dignity or true beauty—all bizarre, unique, pretty—wherein natural objects take on the personalities of insufferable prigs, and where the very "zephyrs and breezes" breathe sentimental sighs.

In studying language, in using it to express himself about realities, the child, under the influence of this false world, is forever striving to overcome, to narcotize, his own nature, but as this is still too strong, too rugged, his attempts to be artificial end in the sorriest performances. And these sorry performances we call "poor language work"! Forthwith we attribute the pupil's failure to make good sentences either to an inherent want of ability or to ignorance of grammar. The real cause is overlooked, namely: that the quality of the expression can just tally with the quality of the thought expressed—no more than that. And the quality of any thought depends upon what we have in our mind and upon our manner of regarding it. Peter Bell's composition on The Daisy will be quite different from that of Robert Burns, while young Audubon's paper on Song Birds will differ essentially from that of Bill Jones, who cares little about song birds and rarely hears them as they sing daily around his house. Yet Peter will see the daisies in a new light if Robert be his comrade, and Bill will begin to take interest in bluebirds and juncos if he goes strolling with young Audubon. For even Peter and Bill are endowed with "the vision of the faculty divine;"

these are a possession common as the light of day, tho the majority seem to let it foist in them unused. The reason is that this vision is not directed towards the things which compel merely sensuous recognition or appeal to our material interests:—the sordid, the useful for self, known as "the practical," the amusing, the merely admirable; it is the vision of the spirit of appreciation and its radiant glance is for the beautiful, for whatever, at least, is seemly and of good report. If it sees the unworthy, the unseemly, it recognizes them for what they are and steadily directs its looks towards better things—towards the world wherein man finds permanent good and abiding joy. *Non ragioniam di lor, ma guarda e passa.*

Yes; the expression only tallies the perception; the quality of all work whatever corresponds to the quality of the man or woman producing it, and the quality of man and woman is determined by the thoughts and influences which have been their spiritual comrades.

## Department Work in Grammar Schools.

*By Supt. Frank M. Cooley, Evansville, Ind.*

Department work in grammar grades of the public schools has attracted some little attention in certain quarters, during recent years, and it may be interesting to gather opinions, based upon actual experience as to the results. If department work is a help to the young people in grammar schools, if it gives additional incentive to work, if it strengthens the teaching force, if it makes the boys and girls more self-reliant, then it would seem that wise policy should make it a part of the regular school work wherever practicable.

The following opinions are based upon nine years' experience with department work in the same system of schools. The plan has been in operation in the sixth, seventh, and eighth grades only, as experiments have proved that it is not well adapted to the lower grammar grades.

### Points favorable:

1. Department teaching gives teacher an opportunity to specialize. It gives teachers an opportunity to push investigation to some definite conclusions, and to make immediate use of such investigations. It also affords an opportunity for teachers to teach such subjects, in which they themselves are naturally interested—this is not possible when the entire range of school subjects constitutes a teacher's work.

2. Department teaching gives a teacher a wider range of the subject taught, as the work assigned to any one teacher covers a period of three years, instead of being confined to one half year or one year, at most. This is a great strengthener, in as much as the weaknesses which usually crop out in the higher grades because of faulty work in the grades below, may be anticipated and thus avoided. One of the most glaring weaknesses in the usual methods of assignment of school work is the narrow range of subjects—a few pages in grammar—a few pages in history—and these are so sandwiched into the course of study that the teacher scarcely realized anything of value from the work that has preceded, and is little interested in that which is to follow.

3. Department teaching strengthens the teaching corps, because teachers are now lined up beside each other, and comparisons are easily and naturally made. It is true that the weak teacher now comes in contact with a larger number of pupils, and such influence cannot be but harmful, but it is also true that the strong teachers come in touch with more children. But the strongest feature at this point is that teachers themselves are spurred to do their best as never before. If five teachers get on well with a certain school, while the sixth is constantly in trouble, either in matters of discipline or in inability to interest the pupils, the question naturally arises, "Why this difference between my work with this school and the work of another teacher?" "Why are they disorderly when I am in charge, while

"Show me the company you keep and I'll tell you what you are."

We are just as big as our tastes. Let it, therefore, not be matter for wonder that children fail to write or speak English well, to form sentences of some import, or to use apt and significant words. How could it be otherwise if they have never been among the seers, the great ones, who to the divine vision add commensurate power of fitting expression? For it is in this circle that one learns to love what is worthy and to speak worthily about it; to be stimulated and encouraged to observe; to perceive that he, too, is a poet, a maker; that he can think epics of common things and people, and see the nub of immortal tragedies and comedies in everyday events. At the very best we may reasonably hope that an acquaintance with the masters of language will lead the pupil to appreciate the world he lives in and make him "so much an artist as to be able to report what had befallen him" in a manner worthy of the experience reported.

they are orderly at other times?" "Why are they uninterested in the subject which I teach, while interested in all other subjects?" Sooner or later this teacher will awake to a realization of the fact that the "fault is in herself," not in the subject taught or in the pupils.

4. Department teaching relieves monotony and children enjoy the change. This is not a slight factor in favor of this division of school work. In the lower grades children attend school because they must attend, even if they choose not to do so. In the upper grammar grades other incentives than the "must" are necessary, and the variety given the school life by a number of different teachers is no small part of the interest demanded to hold pupils in school. Pupils always enjoy the change. They say "The time goes so fast now." The monotony which once was has given way to greater variety, and has added interest to the life of the school.

### Points unfavorable:

1. The matter of discipline now becomes of greater moment; it is not so easy to manage, as the same children are regulated by a number of teachers. This, while counted as a weakness, is not a serious drawback. All it needs is wise regulation. It is necessary for teachers to confer with each other very frequently with reference to the work and deportment of individuals, and if this is done honestly and wisely little friction will arise; without such frequent conferences, many difficulties will naturally arise and the whole scheme may be blocked.

2. Correlation of studies now becomes more difficult, but like the matter of discipline may be regulated provided teachers work together; look at the school as a unit; lend such assistance as is possible, and work for a common end. The teacher of reading may often assist the teacher of language by the study of some particular literary production which the language teacher may wish to work out in her work. Likewise the teacher of geography may assist the teacher of drawing by illustrative work in connection with the geography, and which may be right in line with the plans for drawing.

The whole plan of department work may be unified and made a power in any grammar school, provided teachers are willing to "give and take" in many of the little and, possibly, unimportant matters relating to school work. But teachers must be generous and sympathetic, willing to assist at every point when necessary, and always unwilling to magnify self at the expense of a weaker and less fortunate teacher.

Progress is without doubt the law of the individual, of nations, of the whole human species. To grow towards perfection, to exist in some sort in a higher degree, this is the task which God has imposed on man, this is the continuation of God's own work, the completion of creation.—*Demogeot.*



## The Educational Rationale of Manual Training.

*By Supt. Thomas M. Balliet, Springfield, Mass.*

We have associated in our minds education with books and with schools so exclusively that it is difficult for us to realize that there is a vast education with which books have nothing to do. Education is essentially a process of development by which the powers of mind and body are brought to maturity and given the highest degree of efficiency. Prehistoric man became educated in this sense without books and without schools. He developed by gaining knowledge thru experience and by doing things. When man in his evolution ceased to walk on all fours and began to use his hands, not for locomotion but for grasping things and later for using tools, it formed an epoch in the evolution of the race. Early man received most of his training thru his hands, guided by his eyes and his thought. This is the education also which made the great Indian chiefs, such as Massasoit, King Philip, and Pontiac. They became educated, not thru books, but thru dealing with the concrete simple conditions of savage life and by the use of their hands and bodies. In the Middle Ages even princes often could neither read nor write, and yet they were the leaders of the forces of civilization. The art of printing has made books so common that the ability to read and write has become almost synonymous with intelligence.

The kind of training which developed prehistoric man, the great leaders of uncivilized races, and the large mass of the human race belonging to civilized nations in mediaeval times, cannot with safety be wholly ignored in the schools of to-day. There is a distinct loss if education is confined to the use of books, libraries, and laboratories. For the highest development of the human being education must not be a pouring-in process on the part of the teacher and a receptive process on the part of the taught, but it must also train the executive powers of mind and body, else one half of the human faculty re-

mains largely dormant. In practical life the executive faculties in the case of the majority of people are of more consequence than intelligence. In life, it is people who can do things and not people who only know how things are done or should be done that are effective. Moreover, the desire to do things and to learn to understand them by doing as compared with the desire to study, is very much stronger in childhood and in youth than in mature life. Children are happiest when they are doing things. It is the exceptional child that prefers the reading of books to the activity involved in making things. Whatever may be true of adults, children are universally interested in doing things with their hands, in making things, whilst there are a great many who are not fond of books. It is the aim of manual training to develop this strong instinct of childhood, and in this way to train the executive power and the ability to do. The interest which is developed in hand-work in school often reacts upon the book work in a very favorable way. Children who care little for book study become interested in it thru the hand-work which accompanies it in school. Just what kind or kinds of hand-work are best adapted to each grade in primary and grammar schools is a question of which no one can speak dogmatically. In spite of this it must be said that any kind of hand-work which has been devised by people who know something about the problem is vastly better than no manual training at all.

We must keep clear in our minds the distinction between manual training and the teaching of trades. Both are valuable, and I believe that the time is coming when we shall teach trades in the public schools at public expense. But I do not purpose discussing this question here. I wish to deal briefly with that kind of manual training whose aim is to develop body and mind without reference to any other practical gain.

The brain is the organ of the mind, and education



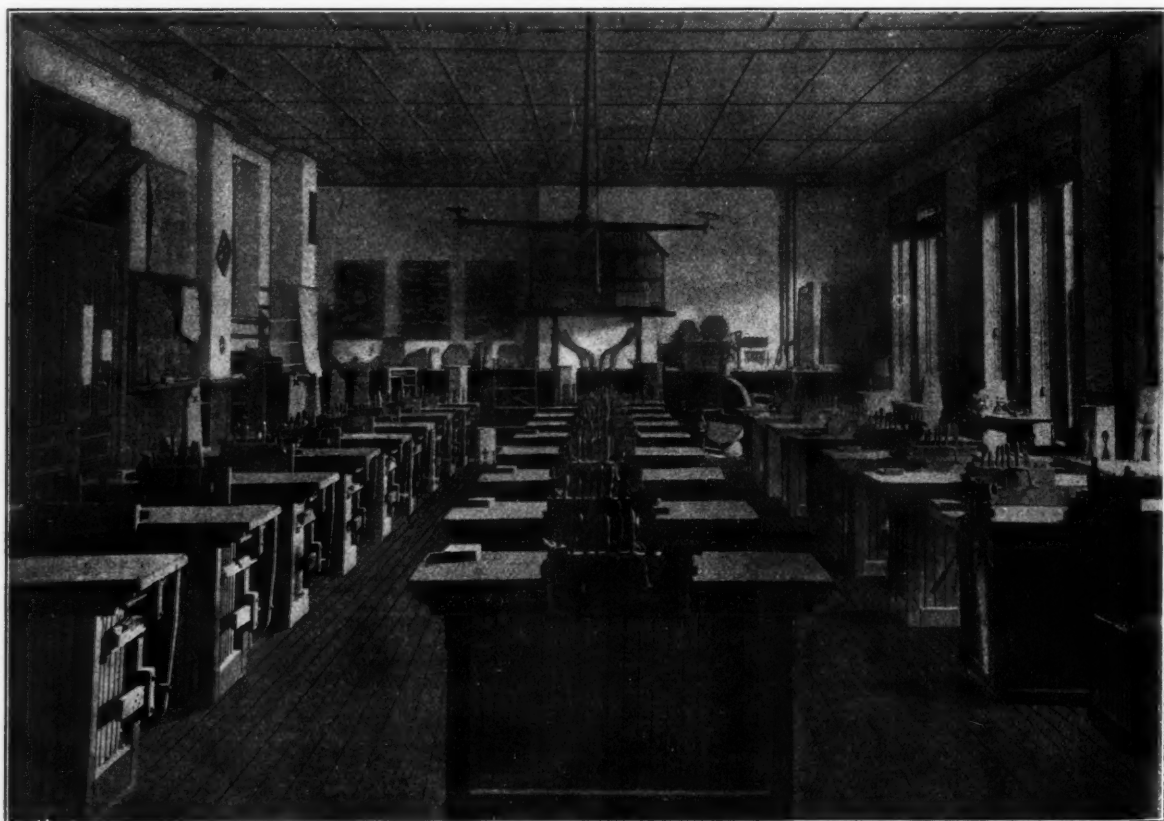
Dining Room.—State Normal School, Trenton, N. J. J. M. Green, Principal.

affects both the mind and the brain. Indeed it affects the mind thru the brain. The parts of the brain which we need to consider in this connection are the gray layer composed of cells and the white matter composed of fibers. It is the function of the cells to generate nerve force and that of the fibers to transmit it. Hence the real work is done in the cells, and brain fatigue is a fatigue of the cells and not of the fibers. We do not use the entire brain in every mental act. We see with one group of cells, hear with another; and other sense impressions are recorded in still other groups. Thru seeing and hearing we develop the brain cells with which we see and hear, and also the conscious mental products which we call sense perceptions or percepts. Without further explanation it is obvious that the use of our senses is necessary to develop the sensory cells in the brain. In the brain of Laura Bridgman, who became blinded in early life, the visual cells were found after death in an undeveloped condition. Moreover, the brain is not only the organ of the mind but is also a battery which generates the nerve force that causes muscular contractions and therefore movements. Reflex movements, of which we are commonly unconscious, are made by the spinal cord, but the voluntary movements are made by the brain. There is an area in the brain in which are located the cells which move the body. When these cells act they discharge nerve force which is transmitted along the nerve fibers to the muscles, causing the latter to contract, and producing bodily movements. From this it follows that all voluntary muscular movements involve brain action. Furthermore, the only possible way to develop the motor cells in the brain is by contracting the muscles, or in other words, by making bodily movements. A high authority has made a statement that if a child should be bandaged immediately after birth so firmly that it could not make any bodily movement for several years it would inevitably become an imbecile, so necessary is this development of the brain thru bodily movement even to the development of the intelligence. Some form of bodily movements, either

in the shape of gymnasium exercise, manual training, play, or manual labor is absolutely necessary for the development of the motor part of the brain; and each of these various activities has its own peculiar function to perform which cannot be performed by the others. To compel children to sit still at a school desk for the greater part of five hours a day thru their growing period, without an opportunity to exercise their muscles and motor brain areas is not only a blunder educationally, but is a crime against nature. Muscular activity is far more effective in the development of the brain during the period of physical growth than after such growth has ceased. It has been found that the amputation of an arm or leg in case of young children left the brain area which moved the part amputated, in a rudimentary or undeveloped condition. Such amputation in the case of adults, after the brain area has been developed, has not the same marked effect. Yet it is true post mortem examinations have shown that the motor area in the brain of bed ridden invalids is often more or less degenerated or water-logged.

But manual training is not merely physical exercise. It has a distinctively intellectual value. Manual skill consists of the power of controlling muscular movements. This power of control must be gained thru muscular movement. You cannot gain it thru oral instruction, or by reading books. The high muscular control involved in skating, dancing, or in riding a bicycle, can be got only by practice.

It is impossible to develop a high degree of manual skill in case of a feeble-minded person or an idiot, not so much because his hand is imperfect as because his brain is defective. Manual skill resides not in the hand, as is commonly supposed, but in the brain and in the mind; and it is in the strictest sense of the word a part of intelligence and of intellectual training. Things made by hand express thought just as really as language does. A complete machine like a steam engine stands for more thought than many a learned volume in our libraries. It is for this reason that the hand work of primitive man



Manual Training Room.—State Normal School, Trenton, N. J. J. M. Green, Principal.



and of the half civilized races of to-day appear to develop oftentimes a high degree of practical effectiveness.

What is needed in our schools is not the substitution of hand work for book study, but rather the supplementing of the latter by the former. Each has its place in the curriculum, and each makes its own contribution to the development of the human being.

While these are the greater contributions which manual training can make to the development of the child it has also certain subordinate advantages which perhaps ought not to be overlooked. First, it enables children who have little taste for book study to try hand work, and if they have exceptional skill with their hands it gives them an opportunity to discover this fact and to find out in what line they are likely to succeed in life. One function of the school ought to be to give the child

an opportunity to discover his own special talents. With the curriculum consisting solely of book work there is no opportunity for the child whose brain is in his fingers to discover his power, and many a life has been wrecked because of this narrowness of the schools. Furthermore, manual training creates in children's minds a respect for skilled labor which is wholesome. Ordinarily a young man would rather sell goods over the counter at \$6 a week than lay bricks for \$4 a day. Manual training is effective in giving a child a higher conception of the dignity of labor and a truer perspective of life, and this has a distinctly moral value. Manual training also arouses an interest in beautiful products of skilled hand work. It enables them to appreciate such work to a degree otherwise impossible. It forms a necessary part of any thoro course in industrial art education.

## Supervision: Its Nature, Objects, and Limitations.\*

*By Supt. William E. Chancellor, Bloomfield, N. J.*

Some people fancy that our country is, or is to become, "a benevolent feudalism." That is an interesting suggestion, but it would be quite as safe to predict "a malevolent feudalism" as the future of our social order. There are, no doubt, symptoms that our nation is recapitulating the histories of most other nations and that our democracy may even now be in process of transformation into a feudal state. It may be that, as Europe saw several military and religious feudal states so we may develop here an industrial feudal state. Unquestionably some of our great business leaders are working to that end. But the fancy of others that we are to become a great communistic nation has quite as many facts for its support. Trades unionism logically developed and made universal can result only in giving all workers equal livings.

Now education has much to do with this problem. The democratic consciences of our forefathers knew that public intelligence is essential to the preservation of free institutions. But whatever is done by instinct or conscience may very likely be done without true and full knowledge of the real needs to be met and of the ways to meet them. When democracy decreed the free school for all children it failed to discern that what is equally needed is free but compulsory education of all youth. Here supervision steps in and says: "My business is to see and to tell the full truth about the education of individuals and society. I am the intermediary between the school and the democracy."

### The True Nature of American Society.

The forces of capitalism may be making for a society that will illustrate a social geometry of the vertical plane, an aristocracy above, in the middle the classes, and the masses beneath. People are already talking of the grades, high and low, of individuals, of families, of occupations, and of professions. But against these capitalistic forces are the forces of labor that make for a society of the horizontal plane. We people of the schools are ourselves talking after these fashions, disputing whether teacher, educator, educationist, supervisor, or superintendent be the highest term. As simple matter of fact, however, American democracy illustrates the geometry of the sphere that has neither top nor bottom. No one can turn the universe upside down because we are all inside of it. Nor do we know where the center is. All that we do know is that the people of the various communities and of the various social institutions form, as it were, separate solar systems, different vortices within the wondrous whole. The teacher is nearer the home and the parent, but the superintendent is nearer the government and the

politician. No one knows which is higher nor which serves most and best his day and generation.

### What is Supervision?

First, supervision is overseeing. It is standing upon a height and looking to the horizon. It is knowing that the school is within the community and nation and observing its area and limits. Supervision must take broad views.

Second, supervision is "overlooking," in its humorous sense. A good supervisor is charitable. He is able to neglect details in the interest of the whole. A mere detail has no right to be made into a "stone of stumbling" and "rock of offense." A good supervisor thinks very often of the thirteenth chapter of a great teacher's letter to his disciples at Corinth. For good supervision "suffereth long and is kind, is not puffed up, is not easily provoked, thinketh no evil, endureth all things, never faileth."

Third, supervision is insight. It is systematic and scientific observation of realities. A good supervisor never blinks at facts, but often he is silent to others about them. He is hungry for facts by which to inform himself, not in order to expose them, as it were, at free lunch counters.

Fourth, supervision is vision in the old and beautiful sense of seeing things invisible. A good supervisor foresees. He plans ahead. He lays railroad tracks into the future. Knowing the real he works for the ideal. Neither he nor his schools nor his community will ever see the ideal education, but, unless he has visions of it, there will be no progress where he labors, however hard he may labor.

Thus philosophy, religion, science, pure literature, all have contributions to make to supervision. We read too much about pedagogy if we read so much that we never have time to read and to study economics, sociology, literature, religion, science, and poetry.

### Objects of Supervision.

The first object of supervision is to convey facts about the schools and about education to the representatives of the people, and often directly to the people themselves. In a democracy the people have a right to know, both what they are paying for and what they ought to pay for. "The truth shall make you free" is good for the schools, for the nation, for the teacher. Perhaps no one thing so tests the ability of the supervisor as his selection of what to tell the people and of the way to tell it.

The second object of supervision is to bring the people into helpful and sympathetic relations with the schools. The supervisor's business is to get public appreciation for the work of the teachers who are themselves completely lost in their daily duties.

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The third object of supervision and the least important is the one most talked about. It is called "helping the teachers." On this basis I suppose that the chief object of teaching is "helping the supervisors."

#### What the Teacher is Like.

This "helping of teachers" is a very interesting matter, into the details of which I cannot go here. By way of analogy consider what a doll is. The ordinary doll of the sort my own children fancy seems to have the head and face of a beautiful young lady of about twenty years of age, golden-haired, blue-eyed, with pink cheeks, and a lovely smile. The doll's attenuated body, as tho aged about four-score years, is dry sawdust. The feet and hands of the doll are like those of a toddling, prattling infant of about two years of age. The angel face is the teacher seen by the happy parents of the good children. The thin and aged body is the teacher viewed as a sort of village constable pensioned to sit and watch bad boys. I say "pensioned" because the teacher's salary is usually too small to be called payment. The infant hands and feet represent the teacher as seen by too many supervisors. Of course, when a principal is running a post-graduate normal school he will need to teach his teachers for a time. But at thirty years of age no person competent by ability and character to teach requires that kind of supervision which is commonly called "helping the teacher."

#### The Limitations of Supervision.

The first limitation of supervision is in the "personal equation" of the supervisor. The suppression of individuality and the taking on of personality which, in its philologic sense, is sociality, must be constant aims of the good supervisor. No great success can ever come to anyone as supervisor who cannot divest himself of offensive and peculiar idiosyncrasies and acquire that grace which is care for others' opinions as well as interest in their welfare.

The second limitation of supervision is the personal

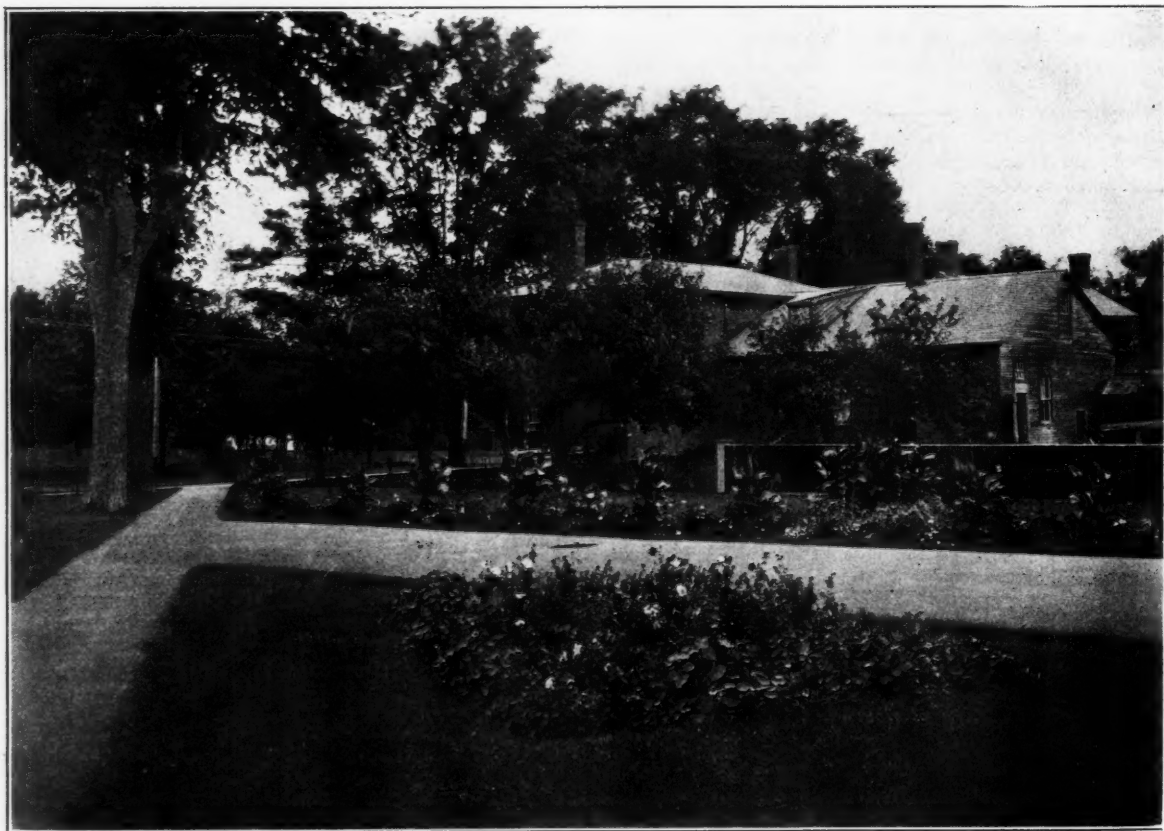
equation of the supervised. This is out of the control of the supervisor. But he who seriously undertakes school supervision as his life-work must pursue the study of human nature, not only as a science, but also as an art.

The third limitation of supervision is the public sense of the importance and needs of education. There is generally too little supervision of the right kind in our schools. We need the medical supervisor, the child-psychologist, and the sociologist as well as the educational directors and the teachers of subjects. And we may be certain that supervision will, in the next generation, far exceed in range, amount, and quality what it is in this generation.

#### The Supervisor's Relations.

The supervisor, in relation to the scholarship of his schools, is as a traveler going to a far and great country to earn wages and to bring back treasures from its vast stores of wealth. He must know the culture of the world and from that culture enrich his course of study. In relation to the children and youth in his schools the supervisor is as a pioneer going into the great wilderness of primeval forests to make there a home of civilization. Where was ignorance he plants knowledge; where was dullness he cultivates intelligence; where was wrong or sin he drives the furrows of righteousness. But in relation to his community the supervisor is as a sea-going captain of the sixteenth century sailing on chartless seas. He has a compass and he knows the sun and the polar star. But neither he nor any other man can know what is beyond the present horizon.

As James Russell Lowell has said democracy adventures "chartless upon the sea of storm—engendering liberty." What storms may come, what lands be found, who knows? All the scholar can know is that supervision stands for increasing complexity and more marked differentiation of the greatest social institution yet developed by man, the free common school from the kindergarten to and thru the university.



View of Front Yard, Broad Street School, Plattsburg, N. Y.

## Beautiful Public School Grounds.

The entire plot of ground shown in the illustrations on this page has been reclaimed from a deserted waste and shows what can be done by sewerage, filling, grading, and tastefully decorating. The school with the beautiful



Approach to Broad Street School from the Street.

grounds around it is located in the city of Plattsburg, N. Y. The fine playground, about one acre in area, is dry and hard and smooth as marble. Often as many as 300 pupils of this school may be seen on this plot enjoying the delights of youthful exercise as best suits their taste.

The grounds in front, as shown in the other pictures, are beautifully laid out. The green lawn is decorated by beds and borders of the following varieties of flowers: Asters, geraniums of all kinds, salvia, heliotrope, carnations, bunch pinks, hydrangea, snow ball, phlox, spirea, hibiscus, nicotiana, coleus, cannas, petunias, verbenas.

At the left the kindergarten borders contain pansies, balsams, nasturtiums, alyssum, asters, mignonette, poppies, fever few, marigolds, and geraniums. The round bed at the left contains cannas bordered with coleus. At the right the round bed is red geraniums with white border of violets. The triangular bed, petunias bordered with nasturtiums. Clusters of golden glow are set at intervals along the high fence, all of which planted and cultivated by the pupils of the school, have by their beauty and sweetness become the attraction of the city and the admiration of the thousands of visitors who are constantly passing.

The building is constructed to accommodate all ages and grades from the kindergarten to and including the sixth grade. It is modern in architecture and supplied with all the latest improvements. The study rooms are large and light and thoroly ventilated, with dressing and



View of Back Yard Playground, Broad Street School, Plattsburg, N. Y.

toilet rooms abundant and convenient. The second story, by the movable partition system, can in a moment be made into one assembly chamber when required on public occasions. Heated with steam regulated from either floor, the temperature is very easily adjusted to the requirements of the season. The material of the building is composed of the woods of nearly all climes, all rooms ceiled with fancy material, no plastering in any way connected with it. The furniture, all single seats and desks of the latest style, slate blackboards bordering all rooms, while the teachers' platform furniture and library furnishings are complete in their utility and attractive beauty. Three hundred pupils receive daily instruction from seven teachers, under the supervision of Miss Lillian Stiles, who has for several years occupied the position as principal and reigns here, assisted by the beautiful surroundings, in supreme authority, without ever seeming to exercise it, and never with severity. Actuated by love for her chosen profession, it permeates the hearts of all the pupils, and her reward is success and the love and respect of all under her influence.

For the purchase of this plot of land, its improvement, development, and completion, in its present useful and beautiful condition for the purpose intended, the citizens are largely indebted to the unselfish devotion of time and ability of the Hon. E. C. Baker, who for over thirty-



Miss Lillian H. Stiles, Principal of Broad Street School.

five years has been a member of the board of education and devoted a large portion of his time to the interest of the cause of education.

The Norman medal, given annually by the American Society of Civil Engineers, for the paper of greatest merit as a contribution to engineering science, has been awarded to Prof. Gardner S. Williams, of Cornell university, for a paper entitled "Experiments upon the Effect of Curvature upon the Flow of Water in Pipes." This medal is considered the highest prize in America for research work in engineering.

### Coming Meetings.

Feb. 5-7.—Educational Granger Union meeting, at Hesperia, Mich.

Feb. 10-11.—Department of City and Borough Superintendence of Pennsylvania, at Harrisburg.

Feb. 12-13.—Department of School Directors of Pennsylvania, at Harrisburg.

Feb. 24-26.—Department of Superintendence, N. E. A., at Cincinnati, Ohio.

June 24-26.—Kentucky Educational Association, at Maysville, Supt. John Morris, Covington, president.

July 6-10.—National Educational Association, at Boston, Mass.



## A School Garden Bibliography. II.

By H. D. HEMENWAY, School of Horticulture, Hartford, Conn.

Government reports: Chap. 20.—"School Gardens." U. S. Bureau of Education for 1898 and 1899.

Chap. 34.—Extracts from Consular Report, U. S. Bureau of Education, 1899. Pamphlet.

Chap. 27.—Consular Reports, U. S. Bureau of Education, 1901. Pamphlet.

Chap. 15.—"Public Playgrounds and Vacation Schools," U. S. Bureau of Education, 1901. Pamphlet.

Chap. 33.—"Methods of Instruction in Agriculture," U. S. Bureau of Education, 1899. Pamphlet.

Chap. 6.—"Education in Central Europe." U. S. Bureau of Education, 1899. Pamphlet.

"School Gardens," by U. S. Bureau of Education, 1900. Washington, D. C. Bulletin.

"The Physician's Influence in Vacation Schools," by Helen C. Putnam, M. D. Reprinted from the bulletin of the American Academy of Medicine, October, 1900. Pamphlet.

"School Gardens in Cities," by Helen C. Putnam, M. D. Lecture given before the R. I. Normal School, April 1, 1902. Providence, R. I. Pamphlet.

"Agriculture and Rural Life in Public Schools," by Willet M. Hayes, professor of agriculture, University of Minnesota. 1901. St. Anthony Park, Minnesota. Bulletin.

## THE SCHOOL JOURNAL.

NEW YORK, CHICAGO, and BOSTON.

Is a weekly journal of educational progress for superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870 it is in its 33rd year. Subscription price, \$2 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

From this office are also issued three monthlies—THE TEACHERS' INSTITUTE, THE PRIMARY SCHOOL, and EDUCATIONAL FOUNDATIONS (each \$1.00 a year), presenting each in its field valuable material for the teachers of all grades, the primary teacher and the educational student; also OUR TIMES (current history for teachers and schools), semi-monthly, 50c. a year. A large list of teachers' books and aids is published, and all others kept in stock, of which the following more important catalogs are published:

KELLOGG'S TEACHERS' CATALOG. 144 large pages, describes and illustrates our own publications.—free.

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E. L. KELLOGG & CO., Educational Publishers,  
61 East Ninth Street, New York.

THE SCHOOL JOURNAL is entered as second class matter at the N.Y. Post Office

"School Gardens," by F. M. Powell, M. D. Glenwood, Ia. Read at the Iowa State Horticultural Society, Des Moines, Ia. December 14, 1899. Report.

"Farming in the City." Philadelphia Vacant Lot Cultivation Association, Philadelphia, Pa., 1901. Report.

"Self-Help for Those who Can't Work in the Usual Business." Philadelphia Vacant Lot Cultivation Association, Philadelphia, Pa., 1901. Report.

Second Annual Report of the Vacation School Committee, Hartford, Conn., 1902.

While this list is far from being complete, it is hoped it will aid those just starting in school garden work. It is earnestly hoped that every person reading it will at once report the names of magazines, papers, pamphlets, and articles written on school garden work, which are not included in this article; and a second list will be prepared which will contain the additional information concerning the school garden movement and the benefits of the school gardens of the United States.

Mr. Hemenway is preparing a stereopticon lecture on the children's gardens of the United States and would like to procure photographs of any school gardens or boys' gardens that are proving a success. He would also value reports of such gardens and a list of persons actively engaged in school gardens or children's gardens, also accounts of vacant lots cultivation associations and the like. Please address all communications to H. D. Hemenway, School of Horticulture, Hartford, Conn.

A project is now taking shape in Pennsylvania to preserve as a state park the space occupied by Washington's army at Valley Forge. The Philadelphia *Public Ledger* tells the history of the place forcibly in a few words:

It is not the scene of any conspicuous event, any great military victory that is recalled with elation. It is a scene of long suffering, of abject poverty, with no glamour of glory to lighten its dark depression. Yet the heroic endurance of that dreadful winter was the supreme test of American patriotism, the crisis of the War of Independence. It was at Valley Forge that the greatest moral victory was won, in all that great struggle, over the forces of selfishness and despair, and no battlefield in the world is more glorious.

About the latest thing in the way of an educational institution is a policeman's college at St. Petersburg. Here applicants for the police force are trained in their duties. There is a museum combined with the school where the pupils may make themselves familiar with the appliances used by criminals. The Russian passport system is studied in detail. So complicated is this system that it probably necessitated the careful instruction of a college to be able to understand its workings.



School Garden at the Garfield School, Indianapolis, Ind.

## School Equipment and the Educational Trade.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market, which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

Much difficulty is experienced in satisfactorily exhibiting charts of different sizes and kinds in a lecture-room. A rack is in use at the University of Wisconsin which solves all difficulties and is thoroly reliable.

This rack consists of a wooden frame and horizontal brass rods, such as are used for hanging lace curtains. These rods should be fastened in front of the uprights by means of brackets. On these are placed a number of clasp-hooks securely soldered to a short length of brass tubing a little larger than the rods. Mounted in this way the hooks can be moved about to the proper place, but when released become clamped, owing to the weight of the chart, and thus keep the charts in place. The advantages of this rack are numerous. It can be made of any size; charts of any size, kind of material, or binding can be used at the same time; muslin charts can be kept in place, and all charts are easily hung or taken down.

A perpetual pencil has been patented in which conical shaped leads descend upon pressure of the cap into what is practically a split cone, and for this reason these points are held much more firmly than by any means heretofore known, simply because a cone within a cone naturally secures rigidity. A simple pressure of the cap gives a new sharp point. It is filled like a repeating rifle with small conically sharpened pieces of lead, and the magazine holds about twenty pieces when fully charged.

After February 1, the Stewart Hartshorn Company, well known as manufacturers of all styles of shade rollers, will be at No. 7 Lafayette Place, instead of at 486 Broadway, where the firm has done business for thirty-four years.

A large storehouse, a part of the Eberhard Faber pencil works, at West Kent street, Greenpoint, Brooklyn, has been destroyed by fire. The loss was about \$10,000, fully covered by insurance. The loss of the stock will not interfere at all with the prompt filling of orders.

Taylor & Company, of Springfield, Mass., claim that their "Patent and Free Hand Drawing Paper" gives the best results in school work. This claim is endorsed by the fact that their business is constantly increasing. They will gladly answer all inquiries concerning samples or prices.

Colin Studds, for eight years the passenger agent of the Southwestern district of the Pennsylvania railroad, has been promoted to be assistant Eastern passenger agent, with headquarters in New York.

The New York city schools use every year 8,000 gallons of ink; 163,000 dozen pads of paper, fifty sheets to a pad; 46,000 dozen exercise books, 23,700 dozen composition books, 137,000 dozen manila tablets, 40,000 gross of steel pens, 16,000 gross of lead pencils, 5,000 gross of penholders, mil-

lions of envelopes, 1,500,000 ruled note sheets. About a million rewards of merit are required, over a million cards of various kinds, and 800,000 text-book labels.

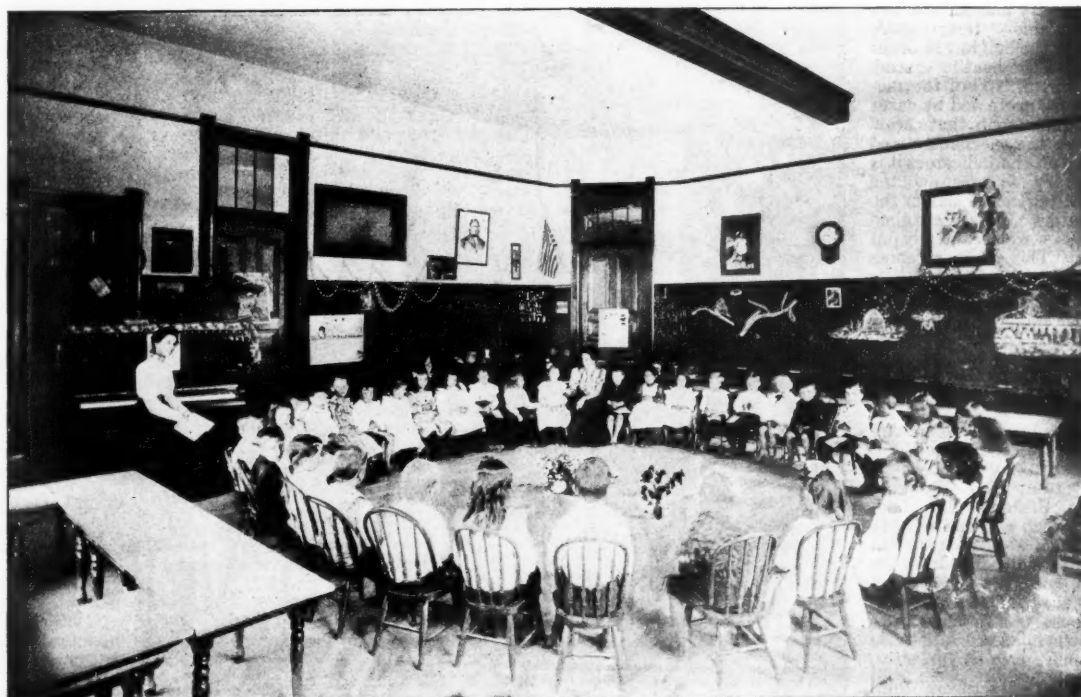
The study of the principles of graphology as applied to handwriting has attractions to many. The Graphological Studio and Library, of Philadelphia, makes a specialty of literature relating to this subject and also gives a correspondence course in the elements of the science.

In order to draw a perfectly smooth ink line it is necessary to hold the drawing pen at such an angle that both blades will at all times bear evenly on the paper. While this is an easy thing to do with the ordinary drawing pen it is quite a different matter when a pen compass is used. In adjusting the pivot leg and drawing leg to a certain desired radius the draughtsman has to operate, not only the main joint at the handle, but also the knee joints in each leg, so that the needle and pen sections lie parallel with each other. This is a source of annoyance, even to the expert, so that the invention of a compass to overcome this difficulty by a Chicago man will meet with ready acceptance.

The main legs of this new compass turn on separate pivots, spaced apart, and the heels or pivotal ends of these legs are provided with gear sections which respectively mesh with each other so that the legs move simultaneously to open or closed positions. Outside of these main legs are the auxiliary legs, also mounted on the two pivots mentioned. The right auxiliary leg turns on the left pivot while the left auxiliary leg turns on the right one. At their lower ends the two left legs are pivotally connected with the needle-point section and the two right legs with the socket for the pen or pencil. These pivots at the lower ends of the legs are equally spaced and lie in the same horizontal plane as the main pivots at the top so that when the legs are spread apart the needle-point and the pen or pencil, acting on the principle of the parallel ruler, always lie parallel with each other.

The Lawton Simplex Printer is one of the most useful pieces of equipment that a school can own. It copies from the original, written on any paper with any ordinary pen, a set of examination questions, the words of a song, problems for the class programs for school exercises, and any other work in the school that may be desired duplicated. This is the simplest and cheapest duplicating process ever invented. In addition, it is the speediest, for, by its aid, one hundred copies of the original can be reproduced in twenty minutes. So well does this machine work that it will reproduce drawings of several colors at one printing. Samples of work will be sent gladly to anyone interested.

The Philadelphia board of education has awarded the contracts for a year's supply of paper for the public schools.



Kindergarten at the Gates Street School, Los Angeles, Cal.—James A. Foshay, superintendent.

The White & Wyckoff Manufacturing Company, Holyoke, Mass., received a large contract for paper for examination and practice purpose.

The contract for Manila rough drawing paper was awarded to Milton Bradley Company, of Springfield, Mass.

The New York board of education has awarded the contract for its printing for this year to J. T. Pratt & Company.

J. W. Schermerhorn & Company, dealers in kindergarten material, have sold their business to Wilton G. Martin. Mr. Martin has been in the book business for the last eighteen years, the last four being with Hinds & Noble, publishers.

The Arthur W. Hall Scientific Company has issued a new general catalog which will be of great service to buyers of apparatus or appliances for the physical laboratory or lecture-room. The list is especially adapted to such works as Gage's series of text-books on physics and "Physical Laboratory Manual and Note-book," Hall and Bergen's "Physics" as well as the "National Course of Physics," as recommended by the committee of ten. Besides these reference has been had to numerous other authors in designing the apparatus so that experiments described in almost any work can be satisfactorily demonstrated by the instruments described in this catalog.

This firm manufactures most of its offerings, but stands prepared to import any desired apparatus of foreign make at any time.

For the convenience of their patrons west of the Rocky mountains John Taylor & Company, San Francisco, Cal., carry a complete line of the apparatus of the A. W. Hall Company.

The American Blower Company, Detroit, Mich., reports a very large business in heating apparatus and mechanical draft apparatus. It is installing one of the latter system in a new building for Princeton university.

The board of education of Jersey City have decided to build portable school-houses in several of the present school grounds. These buildings will cost about \$25,000.

Ninety per cent. of the newer public school buildings of Greater New York are equipped with the Ogdén Door Check. It is also in use in most of the larger cities of the country.

The Spencerian Pen Company now has on the market a fountain pen holder, made of hard rubber, of the best quality and finish, fitted especially for the gold plated "Spencerian" steel pens.

The heating and ventilating system of one of the schools in a Western city have been grossly tampered with of late and the police have begun a thoro investigation of the case.

For a number of days the heating and ventilating system of the school was unsatisfactory and a careful investigation was instituted. It was discovered that the indicators in the thermostats, which regulate the heat by the automatic opening and closing of dampers, had been moved in different rooms, thus throwing the whole apparatus out of order. The effort was evidently to secure a very uneven and uncomfortable temperature thruout the building in order to prove the heating system inadequate. The thermostats are protected by cases with glass fronts that screw on over the mechanism and to get at the indicators it is necessary to unscrew the protecting cases. After the indicators were changed the cases were carefully put back. This deliberateness seemed suspicious.

An explosion of gas completely wrecked the front of the house of William A. H. Stafford, the ink manufacturer, of New York City. The loss was about \$1,000.

The well known paper manufacturers, the Samuel Ward Company, are to have new quarters at 59-63 Franklin street, Boston. The building, which consists of five floors and a basement, will be especially fitted up for them, and when the alterations are completed the firm will possess large and commodious quarters with twice as much space as formerly.

The Manufacturers' Publishing Company, of Philadelphia, has been incorpo-

ated in Delaware with a capital of \$100,000, to engage in publishing.

Probably no typewriter manufactured to-day can show a more creditable increase of sales than the Oliver. A few years ago the Oliver was rarely seen in a business office, but to-day they are seen almost as frequently as the older makes. Possessing as it does every advantage of the older style machine combined with many advantages wholly its own, it has secured a firm foothold in commercial circles.

The postal authorities have issued a fraud order to stop the delivery of mail matter to a firm inviting people to send \$1.00 for a fountain pen and to write letters to a thousand others, advising them to do likewise. The one thousand letters were to be to people known to be interested in fountain pens. Nobody could earn the twelve dollars unless he sent for the fountain pen.

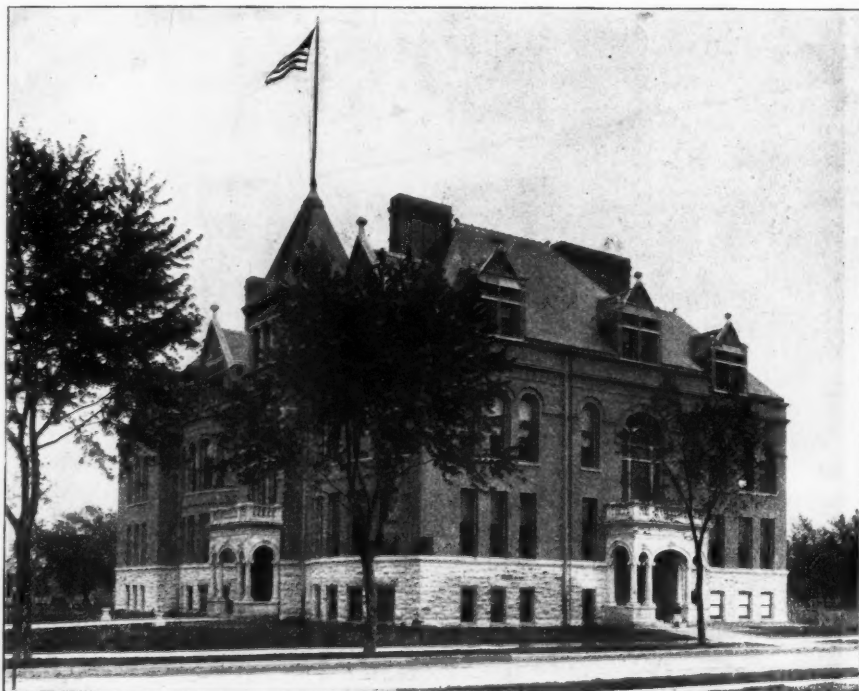
The post office officials have stated that any endless chain correspondence of this kind must be classed as frauds, because it starts rapidly increasing promises which soon would become impossible of fulfillment. The mails of any concern in such an enterprise are promptly stopped.

Catalog No. 602, of the Globe-Wernicke Company, of Cincinnati, has been prepared with especial care to supply such information and description of all goods represented, as will enable customers to order without unnecessary delay. The entire line of box files has been reconstructed and improved, and prices have been readjusted to conform to the present cost of manufacture. In most instances reductions have been made in the lists and only in a few instances have any prices been advanced. Among the new things shown in this catalog are Tenison-Adjustable Envelopes, Envelope Distributor, Desk Stationery Rack, Pony Clip, Premium Loose Sheet Holder, Improved Adjustable Perforator No. 4, No. 5 Everyday File, Legal Blank Book, Flexible Desk Pad, and B-12 Pigeon Hole Case.

The calendar of the educational department of the Woodward & Tiernan Company, of St. Louis, for 1903, is adorned with a relief called "Cupid's Serenade," the work of M. J. Doner. It is carefully worked out, delicately drawn, and well executed. The Woodward & Tiernan Company are to be congratulated on their work.

Every dollar saved by a school board means that it can be applied somewhere where it will do good, and every one knows that many school boards need money badly enough. It is genuine economy to save the school books by the adoption of the Holden system. This system was created with the objects in view of keeping the books in a healthful, sound, and durable condition, and clean.

A Holden Book Cover costs one and a fourth cents and it makes the book last from forty to sixty per cent. longer than usual. It is made of heavy, plain-finished leatherette, waterproof and germproof. The value of this cover in guarding the health of the children will be apparent. In addition, the system provides for the mending of torn leaves and the strengthening of bindings that have become weakened. Samples will be sent on request.



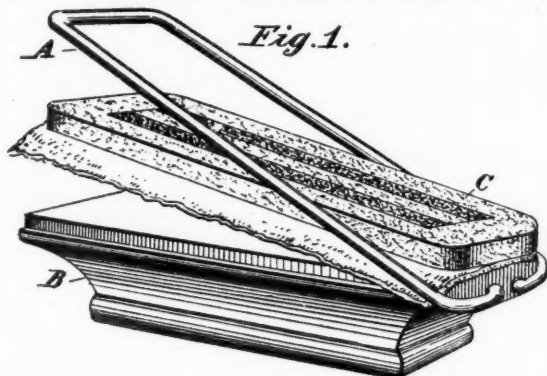
Central School, Evanston, Ill.—Fred. W. Nichols, Superintendent.



### New Blackboard Eraser.

One of the minor articles of school equipment which proves attractive to inventors is the blackboard eraser. In most of those on the market there is usually some obvious defect which only makes the article useful for want of a better one.

The accompanying cut illustrates a recent patent in this line which is intended to obviate some of the difficulties of the ordinary eraser. It is the invention of Miss Lavinia B. Williams, of the Holiness university of Greenville, Texas. Its



construction permits a thoro cleaning of the erasing material and its ready renewal when the surface becomes worn. The eraser consists of a block, having grooves on each side. A metal clamp fixed in holes at one end holds the erasing material in place on the block. The erasing material is attached to a heavy cloth, the edges of which extends beyond the strips of erasing material sufficiently to engage the clamp. When the clamp is closed the erasing material is held firmly in place. This patent allows the erasing material to be renewed indefinitely and as this costs but little, it seems that the problem of cheap erasers has been solved.

### Fire Escapes.

A reliable fire escape is a necessity for a school building. Altho the fire drill in practice has repeatedly worked wonders, a suitable means of outside exit, in case of fire, is something that must exist. One of the best structures yet presented in this line is the "National System of Stair Fire Escapes," manufactured by the Harris Safety Company. This contrivance has been widely indorsed by expert and official authorities, and has been accepted by architects for all sorts of institutions. This fire escape consists of a series of short flights of stairs contained in a symmetrical structure between windows, so that persons, once entering, will be in no danger from fire which may be bursting from windows below. It is claimed that it is impossible to fall down or out of this escape, or to crowd dangerously in descent. Six hundred children have safely left a building in three minutes on escapes of this system. The city of Buffalo is at this time placing them on fifteen school buildings.

### A New Fountain Pen.

A simple and inexpensive fountain pen has recently been patented, which is designed to be readily filled with ink, and which, when in an inverted position in the pocket would prevent leakage of the ink. The pen consists of an ink-holding barrel pointed at one end and provided at the other with a bulb into which a capillary tube projects. This tube forms an opening into the pen thru which air can enter the chamber when the pen is in use and permit an even flow of the writing fluid thru a small opening at the writing point.

To fill the pen the point is inserted into the ink and suction is applied to the opposite end of the barrel. To prevent too rapid feed of the ink thru the channel a packing of some hygroscopic material is placed near the writing point. This packing, while permitting the barrel to be filled on the application of a vacuum, will also retard and control the flow of ink thru the channel in the writing point.

### Draughtless Ventilation.

A system of draughtless ventilation has been devised by a London doctor. In this system there are extensive inlet and outlet openings and ducts, by means of which very large quantities of air can be conveyed, without draught, to every part of a room and the vitiated air removed. This is accompanied by what the inventors characterize "as a new manner of employing the momentum and pressure of air."

The fresh air entering a room is forced by a fan into and along the inlet conduit, passing out at the top thru a tapering slot running the length of the conduit, and broadest at the end where the air enters. The air issues in an even volume all along the slot because the momentum of the air, as it passes along the conduit, is converted into pressure so that it tends to heap up toward the closed end, and the nar-

rower the slot the greater the pressure of air. The adjustment is such that, even at the points where there is the greatest pressure, the air is so diffused thruout the space above the conduit that it issues with a mild velocity so that no draught is perceptible anywhere. The conduit for the outlet is the reverse of this as its narrowest end is at the outlet end nearest the exhaust fan.

Either the plenum or vacuum system may be used, but a combination of the two is preferable because, with the use of blowers to force in the air and exhaust fans to draw it out, there is a complete control of the inlet and outlet without regard to the opening or closing of doors and windows.

Provision is made for thoro cleansing of the air passages and the entering air may be filtered, heated, or cooled, and so maintained fresh and dry thruout the year. This system has been thoro tested and has demonstrated its usefulness and practicability.

### A Durable Ink.

An erroneous opinion appears to be prevalent among many school boards that it is an easy and cheap operation to make ink. It is easy and cheap to make a liquid that will make a black mark on a white paper. But to produce an ink that will not only make a black mark on a white paper, but will stay there, is a very different proposition. It requires an artist and an expert to produce a first class ink. The Safety Bottle and Ink Company, of Jersey City, the manufacturer of Paul's choice inks, brings part of the ingredients used from the farthest corners of the earth, and at a heavy cost. As a result of the careful manufacturing process used, these inks are the U. S. government standard.

### Fire-Proof Flooring.

Of late years there has been wonderful improvement in fire-proof constructions, but perhaps less attention has been given to the floors of school-houses and other public buildings than any other item in their composition. Concretes, mosaics, tiles, and terrazos are all right as far as the fire-proofing goes, but when the question of durability is a factor there is great room for improvement.

Many of the materials mentioned are subject to changes in the atmosphere, as concrete becomes slippery when moist. A material to be ideal must not be affected by heat, cold, or moisture, must meet all the requirements of floors now used in fire-proof buildings and also must be comparatively inexpensive.

There are many faults in the materials now in use. Concrete will wear away and disintegrate, constantly causing an expense for repairs; tiles and mosaics, while their combinations are pleasing to the eye, yet there is the expansion and contraction which the foundation cement is subject to, forming wide cracks and loosening the tile.

It is said that all the qualifications of a perfect flooring are combined in the Magnesialith Flawless Flooring, a material that is the result of a large number of experiments and much practical experience in the manufacture of an absolutely fire-proof covering. This covering is put down in a plastic state, easily applied, and, when properly laid, eliminates all defects of flooring materials; is springy to the tread and combines all the necessary insulating qualities to which sound-deadening properties are due. It is readily applied to wood, stone, concrete and iron, and will not crack from contraction or expansion. The New York agent for this flooring is R. A. Keasbey, 83 Warren street.

### A Destructive Force.

It has been found that buildings with a large number of pipe systems, and that includes hundreds of school buildings, are being injured by the destruction of their underground mains by electrolysis. The phenomenon has long occupied the attention of physicists and has now become a commercial fact. Water, gas, and steam mains are being destroyed so rapidly that within a comparatively brief period renewals on a large scale will be necessary. The eating off of service pipes and the erosion of mains accomplish rapidly what would be brought about by natural causes much more slowly and explains why the leakage loss of water in distribution is so tremendous, and why the building of new reservoirs and the laying of new lines of mains is constantly necessary under conditions which seem to show a per capita consumption of five times as great as the combined use and waste of any city since civilization began.

### A New "American."

The new model No. 5 American typewriter adds one more to the splendid list of American labor-saving and money-saving inventions. It employs a simple lever which gives direct application of power. The key and the type are on one bar of the finest steel. The arrangement of the key and bar reduces the total number of parts to less than one-half of those required in other first-class machines. The possibility of a breakdown is reduced in equal proportion.

The bearings ensure also freedom of action, minimum friction, and therefore, a light touch and highest speed with a minimum of physical effort.

The wheel escapement releases the carriage.  
The direct action of the machine gives a very high manifold capacity.

### Substitutes for Coal.

Prof. Charles L. Norton, of the Massachusetts Institute of Technology, has recently published the results of a series of experiments on the heat values of different substitutes for coal. This is done by the calculation of heat units, a thermal or heat unit being the heat required to warm one pound of water one degree Fahrenheit.

The following is Professor Norton's table:

	Heat Units Per Pound.
Anthracite coal . . . . .	15,000 to 16,000
Bituminous coal . . . . .	14,000 to 15,000
Coke . . . . .	10,000 to 14,000
Hardwood . . . . .	8,000 to 9,000
Charcoal . . . . .	12,000
Peat . . . . .	10,000
Coal peat briquettes . . . . .	10,000 to 13,000
Kerosene . . . . .	20,000 to 25,000
Gasoline . . . . .	20,000 to 25,000
Boston gas . . . . .	650 per cubic foot

These figures give a basis for an estimate of the cost of an equal amount of heat obtained from each of the fuels:

	Heat Units for One Cent.
Coal, \$12 per ton . . . . .	23,000
Wood, \$10 per cord . . . . .	27,000
Oil, 12 cents per gallon . . . . .	12,000
Coke, \$10 per ton . . . . .	24,000
Gas, \$1 per 1,000 cubic feet . . . . .	6,500

### Copperplate Maps.

A new style of copperplate map by the heliogravure process has been patented by C. T. Blackledge. His method consists of making a reverse negative of the drawing, from which negative a transfer is printed on pigmented gelatine. The gelatine is coated with graphite, immersed in an electrolyte bath, and a thick plate deposited, about two weeks being required. The plate simply needs cleaning and re-touching to make it ready for printing. The work of engraving a map by hand is necessarily slow and tedious, but by this process the work is considerably facilitated.

### The Lighting of School-Rooms.

Using the article in THE SCHOOL JOURNAL of December 20 on "The Eyes of School Children" as a text, Edward Atkinson has written the following letter to the Boston Transcript:

If such are the facts, what is the cause? I venture to attribute it to the defective lighting of nearly all the school-rooms of this section. The typical school-room of Boston is a room thirty-two feet long, twenty-eight feet wide, height varying, in which there are eight rows of desks, seven in a row, making fifty-six pupils. These rooms sometimes have windows on one side and one end, sometimes on one side and both ends; windows varying in size, often small as compared to the area to be lighted. They are often rounded at the top, cutting off a part of the most valuable top light. The top of the window, whether rounded or square, is often a foot to a foot and a half below the ceiling. In recent years a few architects have given up the worst features of this type of room and have lighted school-rooms better than before. But I suspect from the external appearance of the school-houses, that the greater number of the children of Boston and vicinity are now spoiling their eyes in school-rooms corresponding to the general description and bad type

as above stated. If the intention had been to adopt the worst type of construction on a span of twenty-eight feet, the worst width from window to wall, and the surest method of spoiling children's eyes, it is very certain that this typical school-room, intended to be lighted, but effectually darkened, would have been devised.

The remedy is simple, inexpensive, easily adopted without any interruption to the work of the school. The remedy has been fully proved by examples of glazing for the diffusion of light in factories, workshops, hospitals, libraries, and in a few of the latest school buildings. The remedy is to re-glaze the upper sash and the upper panes of the lower sash with glass of ribbed, prismatic, or arabesque surface, by which the light will be diffused over the inside of the school-rooms away from the windows, and the glare near the windows will be overcome.

31 Milk street, Boston.

EDWARD ATKINSON

### Mount for Biological Collections.

An excellent mount for showing specimens in zoology, biology, or botany for museums or class work has been devised by Alvin Davison, of Lafayette college. Glass bottles and jars have served this purpose hitherto in class laboratories, particularly in the case of wet specimens, but too often the details of feature and structure are largely obscured by the reflection and refraction of light caused by the shape of the receptacle. Even the rectangular jars so often used are objectionable on account of their cost because they do not easily permit the arranging of a series of specimens in order and because a sufficient number cannot easily be used at demonstrations.

The new consists of using a square piece of glass as the base and a watch crystal as a cover. The material to be mounted is fixed to the class by a solution of gelatin and five per cent. formalin removes all sediment. This is also used as the mounting fluid, but sometimes raised to a fifteen per cent. solution. The mounting fluid should be placed in a pan or jar and the specimens fixed to the glass laid therein so that the cover may be placed and the air completely excluded. A thick solution of balsam cements the cover to the base.

A dry mount similar to this serves admirably for displaying insects.

### Contagion thru Pencils.

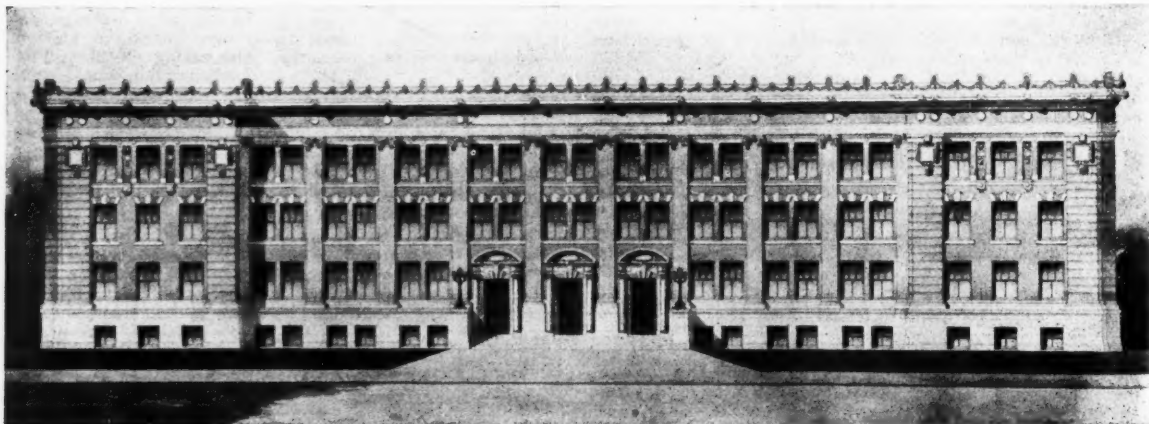
Some time ago a careful investigation was made of the lead pencils used in the public schools and the discovery of the presence of diphtheria germs on them led to an order, that each pupil be supplied with individual pencils and pen-holders.

Many teachers have been found who gave the pupils the same pencils each day but kept them all in one box. An examination proved that these boxes were filled with diphtheria germs and so every pencil was contaminated. This has led to a second order that all writing materials be kept separately in some device, preferably a manila envelope.

Hereafter slates, slate pencils, and sponges are not to be used in any class-room.

### Electric Heating Device.

A system of heating houses and cars which combines the hot water and electrical systems has been devised by a New Haven inventor. The heater is composed of castings which form the connecting heads and circulating flue or water chambers, around which are placed the electric coils of high resistance. The latter are perfectly insulated by lava and specially prepared cement. The heat is controlled by a switch made to use in connection with the heater, and with its use the current is reduced without the aid of any external



South Division High School, Chicago.

For the use of this plate THE SCHOOL JOURNAL is indebted to the National Regulator Company of Chicago, who fitted this school with the heat regulating apparatus.



resistance, thereby keeping all the heat within the heating apparatus. In the application of this system the electric water-heater is placed in the cellar in place of the regular coal burner, the rest of the plant being the same as with the ordinary water-heating installation. The controlling switch may be located in any part of the house that may be desired, from which point the temperature of the entire structure may be regulated.

## The Book World.

California is the one state in the United States that compiles and publishes under its own auspices the text-books used in its public schools. The object of this system was to lessen the cost of text-books to the school children, but at the present time the state text-books cost more than the text-books on the market. Besides the California state publications are inferior to the productions of the leading private houses. The board of education has determined to secure the best text-books on various subjects and has accomplished this by leasing the stereotyped plates and paying a royalty on each book published.

Despite the numerous editions of Shakespeare now available, a new one is announced which should awaken fresh interest. It is called the "First Folio" edition and is being prepared for Thomas Y. Crowell & Company. This edition goes back to, and reproduces the first folio text of 1623, which gives the original spelling and punctuation of Shakespeare. The first play to be issued is "A Midsommer Nights Dreame."

The Baker & Taylor Company announces for publication this month a new art book entitled *Pictorial Composition and the Critical Judgment of Pictures* by H. R. Poore. The experience of Mr. Poore as an instructor of art students fits him admirably for the production of this book. Among art teachers composition is now recognized as one of the most essential features in art instruction, a feature frequently misunderstood by the students of art.

The Quincy "Graphic Arithmetic" published by the Morse Company, is well worth the consideration of educators, as a novel departure in teaching elementary arithmetic.

The latest list of Hinds & Noble's publications is a concise arrangement of a large number of books of interest to teachers. Nearly every subject within the teacher's range is touched upon by some helpful book in this list. Classical subjects are particularly well handled. An important new book announced in this catalog is Gordy's *New Pedagogy*, by J. P. Gordy, Ph.D., LL.D., head of the pedagogical department of the Ohio State university.

Arrangements have been completed for the joint conference of delegates of the International Bookbinders' union, the International Typographical union, and the International Pressmen's union, which will be held in Indianapolis, Ind., during this month for the purpose of framing an agreement to which each of the three bodies will be a party.

An interesting primer was recently sold to Dodd, Mead & Company for a sum stated to be \$2,500. This book contains 104 pages and is bound in oak and leather. It is three and a half inches long and three inches wide. On the cover is printed:

"New England Primer, Enlarged for the More Easy Attaining the True Reading of English, to which is Added Milk for Boston Babes. Boston: Printed by G. Kneeland and G. Green, in Queens Street, 1727."

This little book is much sought after by bibliophiles. Cornelius Vanderbilt has a copy, but it has several pages torn out and it is not in perfect condition. J. P. Morgan has two copies printed at a later date. Ginn & Company have one copy. During the past twenty years about twelve copies have been sold, but, only one of the same edition as Dodd, Mead & Company's recent purchase.

The Morse Company reports very satisfactory progress with the "Morse Readers" by Dr. Balliet and Miss Powers. During the past month adoptions of these readers have been made by the school boards of Boston, Worcester, Hartford, Milwaukee, and a large number of smaller places. Flattering commendations are received from all sections of the country where these books are under consideration.

The application of the firm of R. H. Macy & Company for an injunction to restrain the American Publishers' Association and the American Booksellers' Association from acting under certain agreements entered into by both the defendant corporation for the alleged purpose of keeping up the retail prices of books and preventing competition has been denied.

Macy & Company, in addition to asking for the injunction against the defendant associations as regards the keeping up of the price of books, asked that they be enjoined from circulating among the members of their organizations any information intended to injure the plaintiffs, or from interfering with their purchases or sales of books, and from blacklisting this firm in order to compel it to join the association.

These organizations include nearly all the prominent pub-

lishers and retail and wholesale booksellers in this country, and they have agreed not to allow the large discounts formerly made, and to refuse to deal with firms which will not agree to maintain the fixed retail and wholesale selling prices.



W. B. KENDRICK, Raleigh, N. C.,  
who died January 24. [See note on page 178.]

The American Library Association has issued, thru Houghton, Mifflin & Company, a useful "Guide to the Study and Use of Reference Books," by Alice Bertha Kroeger, librarian of the Drexel institute, of Philadelphia. This manual is especially intended for the use of librarians and library students, but will be of service in schools and literature courses. It covers the general field of reference literature with fair comprehensiveness, the titles listed being accompanied by descriptive notes, and each main division prefaced by a bibliographic and descriptive introduction, noting articles upon the subject and giving valuable hints on the use of the books. A "Suggestive List of 100 Reference Books" is a useful appendix, and there is a careful and very full index.

The *Popular Science News* will hereafter be incorporated with the *American Inventor*, which has purchased its good will, title, and subscription list. The latter is an illustrated semi-monthly devoted to "the latest developments in the arts and sciences and to the American inventor." No expense or pains is spared to make it the leading popular scientific journal in this or any other country. The familiar features of *Popular Science News*, Animal Life, Plant Life, Archaeology, and Mineralogy, will appear regularly in the new journal under the heading *Popular Science News*.

## To Save the Forests.

Representatives of the National Publishers' Association were in Washington recently urging the importance of repealing the duty on wood pulp. Their strongest point was the fact that the gradual exhaustion of the supply of suitable timber which they formerly had to draw upon in the Lake states has removed practically all the protective value of the existing duty, and as the publishing trade is now obliged to import heavily from Canada, the duty has become a rather burdensome tax on an important domestic industry. Altho the principal publishers favored putting pulp on the free list, the Ways and Means Committee refused even to grant them a hearing. This decision was reached on Jan. 13, on the ground that there was no use in giving a hearing on a bill that was predestined to die.

## Butler, Sheldon & Company's Books.

The announcement that the American Book Company had purchased the entire list of publications of the well-known firm of Butler, Sheldon & Company and would continue to issue and supply them had not been unexpected. But there was a feeling of regret that the name of E. H. Butler, so long and so favorably identified with school books of a high order of merit, should be no longer employed as an imprint.

Mr. E. H. Butler continued the work, to which his father devoted his life, with excellent judgment and business foresight. THE JOURNAL has testified to the excellence of their series of text-books by devoting much space to notices of them. The combining with the series of Mr. Isaac Sheldon added to the popularity of the publishing house. The new owners will no doubt keep the Butler-Sheldon books prominently before the teachers with such additions or improvements as advance in knowledge and typography may discover.



## Educational Trade Field.

Two of the oldest and best known publishing houses of the country for the last twenty-five years have been the houses of E. H. Butler & Company and Sheldon & Company. Not long since these houses, with their combined list of text-books, formed the house of Butler, Sheldon & Company. American Book Company now announces that it has acquired all the publications of Butler, Sheldon & Company and that hereafter they will be issued and supplied from its several depositories.

A. L. McLaughlin, of Butler, Sheldon & Company, in Michigan is now with D. C. Heath & Company in that state.

George S. Emory, the manager of the American Publishers' Association, has resigned that position to take charge of the wholesale department of D. Appleton & Company. Mr. Emory began his business career in the printing office of Harper & Brothers and worked his way up thru the educational department to the sales department of the firm, from which he resigned to undertake the management of the American Publishers' Association.

Doubleday, Page & Company has filed with the secretary of state, of New York, a certificate of increase of capital from \$50,000 to \$100,000.

Concerning the reports in Boston papers that a book trust might absorb the firm of Ginn & Company, Mr. Edwin Ginn says: "There is not a particle of truth in such a report. We are independent and will be so as long as I live. We are not in any trust and we will not be."

N. W. Ayer & Son, the Philadelphia advertising agents, believe in sticking to a good thing when they have one. Their calendar for 1903 follows the design used for several years past, but with new coloring. The dates are plainly readable at fifty feet, yet the calendar is not unpleasantly conspicuous.

John S. Hunter, formerly with the office force of the Globe-Wernicke Company, of Cincinnati, has accepted a position with Yawman & Erbe, of Rochester, N. Y.

Milton C. Dent, traveling representative for Dodd, Mead & Company, has accepted a similar situation with Raphael Tuck & Sons Company. Mr. Dent is succeeded at Dodd, Mead & Company's by Arthur Chase, who has been connected with the manufacturing department of that house.

Herbert S. Houston, formerly advertising manager of Doubleday, Page & Company, has become a member of that firm.

Contracts have been awarded by the Baltimore school board to the William J. C. Dulany Company for furnishing 904 adjustable school desks, and to A. Flanagan & Company for 1,795 non-adjustable desks.

The Milton Bradley Company, the well-known kindergarten and school supplies manufacturers, will open a Boston office on February 14, at 120 Boylston street. This change will enable the company to reach the great bulk of their New England customers more expeditiously than heretofore. The manager of the new office will be E. O. Clark, who has been

with the company fourteen years, and has, until recently, been in charge of their Atlanta office.

Mr. J. R. MacDonald, formerly manager of the educational department of Macmillan's New York office, but more recently manager of the New England field, has been connected with the well-known publishing house of D. Lathrop & Company, of Boston, since January 1. Mr. MacDonald is to have charge of the school-book department of this old-time house, which has decided to develop an educational department.

Marshall T. Bigelow, widely known as a publisher and proof-reader, died on December 29. He was one of the early owners of the University Press, and was the most noted proof-reader in the United States. He was the author of "Punctuation and Other Typographic Matters," and "Mistakes in Writing English and How to Avoid them." He received an honorary degree from Harvard university in 1864.

Col. J. P. B. Allon, recently commandant of the Missouri Military academy and formerly a bookman, has accepted the position of general agent for the Morse Company in the South. He will make his headquarters at Atlanta, Ga.

Alderman James H. McInnes, who has been associated with Butler, Sheldon & Company, has a position with the American Book Company, and will look after the interests of their publications.

The mystery of "Milo," the able writer on educational subjects in the Brooklyn Daily Eagle is further accentuated by his announcement that he is an ex-teacher and at present a bookman. He is, he says, advancing civilization by means of the school books of his employer, his *modus operandi* being the carrying of gossip concerning education and educators from one school to another.

Milo has made some very interesting contributions to the discussion of educational problems in New York, and one of his latest on the teachers' meetings is also one worth attention from educators at large. He has found the teachers' meeting in most schools only a matter of routine, with little sympathy between the principal and teachers, no regular program and every one generally bored. The main purpose of such a meeting, he believes, should be inspiration, the growth of the real spirit of teaching, more of the unborn intellectual freedom of teachers, the decrease of rules, the foster of originality, discipline without subjugation, incitement to ambition, a general wake up. Too often he has found the teachers' meeting considered a nuisance, and the state of mind at such meetings strained, uninviting, and hostile. He concludes that the success of this part of the system depends almost solely on the principal. If he goes at the work earnestly and helpfully the teachers' meeting will be a success. "The monthly meeting," says a Brooklyn principal, "should be a pleasant tonic for a continuation of good works."

Henry W. Knight, publisher, 150 Fifth avenue, New York, has made an assignment. His liabilities are \$250,000. His assets will probably be sufficient to pay the creditors only about ten cents on the dollar.

The Ridpath Publishing Company has opened a Western office at Kansas City, Neb., in charge of C. A. Savage.



An attractive corner in the showrooms of the Cosmos Co., New York, where many framed pictures are on exhibition.

## School Law.

### Recent Legal Decisions.

Compiled by R. D. FISHER.

#### Right of Teachers to Salary during Interruption of School Work.

The general rule in regard to the right of a teacher to collect salary during the time a school is closed on account of epidemics or sickness, according to the decisions of the higher courts of most states, is that no deduction can be made from a teacher's salary where a school is closed during the term on account of epidemics, destruction of buildings, or holidays, unless special provision is made in the contract which will allow such deduction to be made. In the case of recognized holidays no deduction can be made from the teachers' pay.

No deduction of salary can be made where the school is closed on account of epidemics, if the teacher is ready and willing to perform his part of the contract, unless the contract stipulates for a discontinuance by the board. The Utah supreme court has held that the arbitrary closing of the schools by the board of education during an epidemic of smallpox did not release the board nor change the obligation of the contract, altho the contract stipulated to pay a certain wage "for the time actually occupied in the school." This was construed as prohibiting the teacher from drawing a salary during vacation or during time of inexcusable absence or temporary disability, and not to apply to such time as the school board might arbitrarily prevent a teacher performing school duties.

A Massachusetts court has decided, in a case where a school was closed because of the prevalence of diphtheria, and the contract provided that the teacher should teach ten months for \$800, that it was no defence that he did not teach, because the failure was not due to any fault of his, but to the action of the school committee.

The Indiana supreme court held, in a similar case, that the teacher could recover salary during the time the school was closed, "as the non-performance of the contract was not due to an act of God." The decision said further, "There is nothing in this contract which requires the teaching to be done on consecutive days, and, for aught that appears the term may be extended a reasonable number of days, when necessary, until the contract has been fulfilled."

In Texas a school was closed on account of smallpox, but the teacher was notified to be ready to work when the schools were resumed. The court allowed no deduction to be made from her salary, altho an ordinance required that the teacher's services must be rendered before warrants could be issued for the payment of the services.

The decision of the Michigan supreme court in a similar case was as follows:

"The teacher continued ready to perform his services, but the district refused to open its house and allow the attendance of pupils and thereby prevented the performance of his duties. Admitting that the circumstances justified the officers in closing the school, yet there is no rule of justice which will entitle the district to visit its own misfortune upon the teacher. He was not at fault. He had no agency in bringing about the state of things which rendered it eminently prudent to dismiss the schools. It was the misfortune of the district, and the district, not the teacher, ought to bear it.

Where there are special provisions in a contract concerning the discontinuance of a school by a district, the closing of the school may cause a deduction of the teacher's salary. Such a clause in a contract releases the school authorities from all liability during the period when the school is closed, but not from liability for the unexpired portion of the contract after the schools are reopened.

The Missouri courts have held that when a contract was made to teach in a particular building salary could not be recovered for the time a school was closed on account of the burning of the building.

These so-called reserved rights are denied, however, by the Wisconsin courts. They have held that the provision in a contract, "We reserve the right to close the school at any time if not satisfactory to us," is unauthorized by law, and is inoperative. The decision on this point read: "We think the only power which a school board has to discharge a teacher is the power which they may exercise on behalf of the district when the teacher is guilty of some breach of his contract, which at common law would justify an employer in discharging his servant, or when the teacher has lost all right to teach the school by reason of the annulment of his certificate in the way prescribed by the statutes."

#### School Boards Cannot Lease School Land for Oil Mining.

The school board of Summitville, Ind., has been enjoined by the superior court from leasing a corner of the school-house yard to oil operators. The board undertook to justify its action on the ground that the oil well would not interfere with the school building or pupils, and that the receipts from the lease and sharing in the oil output would assist the board in paying off the indebtedness against the school building. The school board was held to have exceeded its rights by

renting or leasing any part of the school property to be used for any other purpose than that originally intended. If an oil well, said the court, could be drilled in one corner, a livery might be allowed in another, and the school-rooms might be used for business purposes.

#### Enforcement of a Rule in Restraint of Trade.

There is a rule in force in some of the larger cities of Michigan, requiring pupils to go directly home at the close of school. This rule was enacted under the statute conferring authority on the school boards to make rules relative to the good government of the city after schools. The supreme court of the state has decided that a principal acts properly in enforcing this rule and is not liable for the damages or loss of trade sustained by an owner of a store near the school in consequence of such enforcement.

#### Qualifications of a County Superintendent.

Elizabeth Fordyce was recently elected superintendent of schools of Price county, Wisconsin. Suit was at once filed by a taxpayer, who alleged that altho Miss Fordyce received the greater number of votes, was given a certificate of election, and had assumed the duties of the office, she never was eligible to office and, as a result, her name was illegally placed on the official ballot, and that she illegally claimed the emoluments of the office. As authority for this claim the revised statutes of 1898 were cited, and these provide that a candidate, to be eligible to the office of county superintendent, shall have taught in a public school for at least eight months and hold a certificate entitling him to teach in any public school, or a county superintendent's certificate. The statute also prohibits the placing of any person on the official ballot as a candidate for the office of county superintendent, unless he possesses the qualifications mentioned. All the evidence proved conclusively that Miss Fordyce did not possess the necessary qualifications. Her attorneys attempted to declare the statute unconstitutional by an interpretation of the phrases "right to vote," and "right to hold office."

The opinion of the court read as follows: "The matter of proper qualification in the person holding the office of county superintendent of schools is too important to allow any doubtful implication of the prohibition from the constitution to deny it. The qualifications required are certainly reasonable, and even less than the importance of the office demands. As the person elected to the office did not possess the qualifications mentioned in the statute, she was ineligible to hold the office or to secure its emoluments.

#### Books for Poor Children.

The Indiana courts have decided that if the parents or guardian of any child is too poor to furnish it with the necessary clothing and books to enable school attendance, the school trustees must furnish aid for such purposes, and the cost shall be repaid by the county commissioner. However, the school corporation cannot contract a debt with a third person in behalf of the county for furnishing such supplies.

#### School District in New Jersey.

The New Jersey courts have held that the law which prevents a newly formed city or incorporated town from becoming a separate school district, unless it contains 400 children of school age, is constitutional. This decision was made in the case of the borough of Avon-by-the-Sea, a part of the school district of Neptune City.

## Books Under Way.

Century Company.

"Lovey Mary," by Alice Hegan.

D. C. Heath & Company.

"The High School Choralist," by Charles E. Whiting, author of a series of school music books. 256 pages.

"Organic Chemistry," by Ira Remsen, president of the Johns Hopkins university. Fourth revision.

Doubleday Page & Company.

"Principles of Home Decoration," by Candace Wheeler.

"Life of Madison," by Gaillard Hunt.

"Journeys End," by Justus Miles Forman.

"The Woman Who Toils," by Mrs. John & Marie Van Vorst.

"The Moon," by William H. Pickering.

"Macbeth," edited by Mark Harvey Liddell.

"The Story of My Life," Helen Keller.

Part I. "Poultry Book," edited by Prof. W. G. Johnson and Geo. O. Brown.

McClure, Phillips & Company.

"Anna of the Five Towns," by Arnold Bennett.

"The Chameleon," by James Weber Linn, author of "The Second Generation."

"What's Worth While," by Edith Wyatt, author of "Everyone His Own Way."

"Youth," by Joseph Conrad.

"The Better Way," by Charles Wagner, author of "The Simple Life."

"The Great Boer War," by Conan Doyle, complete edition.



## Notes of New Books.

The idea of ever seeing a work on English grammar actually written in a literary style and at the same time a book from which pupils could really learn something of their mother-tongue was beyond the reviewer's wildest dreams. But 1902 was a red-letter year. *The English Language, An Introduction to the Principles which Govern its Right Use*, is an actuality. May it live a long life, and may its contents be studied in many, many school-rooms! The writer would almost be willing to go back to the school-room for the sake of taking at least one class of young people thru this book. It is cordially recommended to the attention of all who are interested in the dissemination of knowledge and right use of the English language.

The authors of the book are Dr. W. N. Hailmann and Frederick Manley. There is one great underlying principle which has shaped the authors' work and influenced their writing thruout—the principle that language teaching, to be successful, must be rational; that the work of the writer on languages, to be productive of good, must be more than didactic; that it must be as many sided as the nature of the children for whom the work is intended; that it must therefore be beautiful, imaginative, humorous, and abounding with life.

With such a principle dominating their efforts, it was impossible for them to dwell upon the English language as something made up of parts of speech, while it was inevitable that they should lay stress thruout upon the English sentence, the unit of expression, the medium in which we think and hold communion with one another. The development of the sentence is the burden of the work thruout. This treatment of the sentence would in itself make the work distinctive and prove it at once to be far in advance of others hitherto published on the subject of English for the schools of America. However, the work has a far greater value than merely pedagogical or linguistic excellence—it has an educational value. It is eminently fitted to lead children to become interested in language study and to perceive its close relations with their own thought and life.

Part II. of *The English Language* is a collation of grammatical principles, mainly designed as a test of the pupil's knowledge. But even here the exercises for analysis are marked by originality and literary distinction. (C. C. Birchard & Company, Boston.)

*A Map of the World* made on the "equivalent projection" plan has been issued by C. S. Hammond & Company, of New York. The projection used is rapidly growing in favor with the leading cartographers of Europe and its merits have recently been recognized by the United States government. The areas of all parts of the world appear in true proportion. The entire surface of the earth is represented enclosed within an elliptic outline, whose major and minor axes represent the equator and central meridian, respectively, with ratio of 2 to 1. The parallels are straight lines and the meridians, with exception of the central meridian, are ellipses. Each zone or sub-division of the projection is in due proportion to the corresponding area on the sphere. The meridians are placed fifteen degrees apart, reckoned from Greenwich. These are the meridians by which standard time of practically the civilized world is now governed.

The map is 43x64 inches in size and is believed to be the only large scale map of the world compiled, drawn, and engraved in the past two years. It represents, not only the latest improvements in mechanical and scientific construction, but recent changes and comprehensive treatment of present day geographical knowledge.

The following are the principal features: All political divisions are colored in distinct tints. So far as possible, and to a greater extent than on any similar map, colonial possessions are shown in same tints as mother countries; this is very closely carried out in Africa and Oceania. Relative importance of places is indicated by size of lettering. Important railroads are shown, including the several trans-continental lines of North America, the Buenos-Aires Valparaíso line across South America, the Russian line across Eurasia, the completed portions of the "Cape to Cairo" line in Africa, and many other recent extensions. Submarine cables are shown in more detail than on any similar map. The cable lines recently completed across the Pacific ocean and the Indian ocean with their several landings are shown. Ocean depths are shown in four gradations of blue, with a key based on soundings in English feet. Ocean currents are shown by use of small arrows so placed as to indicate both direction and volume; warm currents are shown in solid arrows and cold currents in broken arrows. Complete index matter, locating and giving population of every country and all cities of over fifty thousand inhabitants, and an index of the principal islands of the world, occupies marginal space. (C. S. Hammond & Company. Prices, mounted on cloth, plain roller and moulding, \$5.00; mounted on cloth, with spring roller on portable board, \$6.00; mounted on cloth, with spring roller in "Unit" case, \$8.00.)

*American Literature in the Colonial and National Periods*, by Lorenzo Sears, L.H.D., professor in Brown university. The success of an author in presenting the literature of a period depends upon his ability to catch the spirit which animates the writers of whom he treats. Because he has succeeded in doing this exceptionally well Professor Sears has written a very interesting book and has succeeded in exhibiting the personality of the writers as well as collecting such a series of excerpts as to lead the student directly to the works themselves. Thus the relation of the writers and their productions to the political and social history of the times is kept constantly before the reader.

Professor Sears divides American literature into two distinct periods, somewhat artificially drawing the line at the close of the Revolution. The first, or colonial period, begins with the annals among the early settlers. Those belonging to the Jamestown colony included an element of romance, but those at Plymouth were simply careful to record whatever interested them as it passed, the loss of a calf and the death of one of their own number being given equal mention. A little later all the writings assumed a controversial tone. Books of travel, almanacs, and newspapers followed. Severity of preaching culminated with Jonathan Edwards, while, at the same time, Benjamin Franklin was introducing an element of humor in his "Poor Richard's Sayings." The period terminated with orators like Samuel Adams and Patrick Henry, men who, by their ability to move men, had a large place in the movement towards a separate nationality.

The national period follows and continues to the present. The large number of writers and the extent of their field forbids any extended review of the period. Beginning with political writers, who had a large place in determining the working of the national government, a series of writers of epics and dramas of fiction and trivial history followed. Washington Irving and his fellows, who formed the Knickerbocker group, first gave a distinct flavor to American literature. From that time on the sneer, "Whoever reads an American book?" lost all its sting. Later, writers, as Holmes, Longfellow, Lowell, and Emerson are treated with great fullness, and a sufficient number of selections are given to show their special features and attractions. Nor are the great orators, as Webster, Clay, and Sumner, slighted. On the whole, the book is a valuable addition to our histories of literature. (Little, Brown & Company, Boston.)

*Elementary Studies in Insect Life*, by Samuel J. Hunter, A.M., associate professor of comparative zoology and entomology, University of Kansas. Professor Hunter's new work is calculated to interest two classes, the general reader, who desires to know something of his familiar companions in field and on flower, and the student and teacher who aim to secure close and accurate observation and true inductive reasoning. The descriptions and directions lead such directly afield where they are surrounded by all forms of insect life.

The book consists of two distinct parts, with an added appendix upon injurious insects, together with methods of protection. The first part deals with development and environment. Here full accounts of the life histories of certain insects are found, and these are all given in such a manner as to induce the student to study the insects themselves in their various stages. The second part treats of laboratory equipment and the methods of studying insects and gives, in conclusion, a table of reference.

The illustrations are specially full and clear and the numerous colored plates add to the attractiveness of the work. (Crane & Company, Topeka, Kansas. Price, \$1.25.)

*Manual of the Flora of the Northern States and Canada*, by Nathaniel Lord Britton, Ph. D., director-in-chief of the New York Botanical Garden. This handbook of 1080 pages begins with a "General Key to the Orders," arranged upon the common plan of giving distinguishing features which enable the student to place the plant in its proper order. Then all the several orders are given in detail, with such minute descriptions as show the exact plant. The book, while very full and accurate, is not designed for hasty reference, but finds its place in the hands of the student who wishes to know whether the species under consideration has all the ordinary features, or has been modified in some way by its environment. (Henry Holt & Company, New York. Price, \$2.25.)

*The National Cyclopedia of American Biography* is a history of the United States as illustrated in the lives of the founders, builders, and defenders of the republic and the men and women who are doing the work and molding the thought of the present time. This great work consists of twelve royal octavo volumes of over five hundred pages each. It has been nine years in preparation and was undertaken to provide a biographical record of the United States worthy to rank with the great national biographies of Europe. These biographies of rulers, statesmen, soldiers, persons noteworthy in the church, at the bar, in literature, in art, in science, and in the professions are carefully written and contain many facts that will be found stated nowhere else. They give an intimate acquaintance with the personalities that have the greatest interest to our time, and present, in



a concise and interesting manner, the men and women who, in every department, have made American history. In these biographies are set forth the underlying motives to individual endeavor, the method and means of progress, the aim and aspiration of thought, and the secret of success.

This cyclopedia has been prepared on new lines. By having advisory editors in every state it is made national, representing the entire republic, and reflecting the spirit, genius, and life of each section. In the different states prominent men have decided, without partiality or favor, who should and who should not be represented. Even after this careful scrutiny each name was passed upon by the managing editors before being accepted. Great accuracy has been obtained by getting the information, so far as possible, from the subject of the biography or his relatives, and submitting a proof to him or them for revision and correction. In the over six thousand large, closely printed pages in these twelve volumes are thousands of fine portraits, besides many other illustrations. (James T. White & Company, 7 East Sixteenth street, New York.)

*Red Letter Days and Red Letter Facts and Fancies*, by I. Freeman Hall and Elizabeth D. Lennox. This attractive little volume is intended as a reader for home and school for children from eight to ten years of age. It is a book, too, that offers valuable and suggestive material for the teacher. For each of the special days of the year there are appropriate stories, poems, and reproductions of masterpieces of art. The red letter facts and fancies are about nature, literature, and art. There are stories about plants and animals, pictures, and authors. The work has been prepared on lines recommended by prominent educators, and has much to commend it. (The Morse Company. Price, \$0.60.)

A. W. A.

*Accounting and Business Practice*, by John H. Moore and George W. Miner. This book is intended for use in all schools where bookkeeping is taught, but it is much more than a manual of the forms of bookkeeping. The nature of various business relations is clearly and fully explained, and many excellent suggestions are given on the proper manner of conducting certain kinds of business. The suggestions bearing on letters of various sorts are worthy of special mention. While the treatment of the subject is fuller than in most books, emphasis is laid on essentials, and all unusual and complicated transactions are avoided. The authors are both connected with commercial departments of Massachusetts high schools. Sets of blanks have been prepared to accompany the text-book. (Ginn & Company. Price, \$1.40.)

A. W. A.

It may be said of *Gregg's Shorthand*, a light line phonography for the million devised by John Robert Gregg, that it is an important departure from the old systems in almost every respect. The characters are wholly different, the curves and hooks are new, the vowels are written in with the consonants instead of at the side, and there is no vowel scale, and hence no word positions. Any one acquainted with shorthand writing knows that this means no less than a revolution. To sum up the features of the system in the author's words, (1) there is no compulsory thickening; the characters may be written light or heavy; (2) they are written on the slope of longhand, thus securing uniform manual movement; (3) position writing is abolished; the notes may be written on mounted paper and in one straight line; (4) vowels and consonants are joined and follow each other in the natural order; (5) angles are rare—curves predominate.

As the author has shown great originality in devising the system he has been equally original in his mode of presenting it to the learner. His books show the following features: The instruction is given in simple language free from technical terms; the system is presented in one style instead of several styles; the alphabet is given in easy sections and the student is able to write words and sentences from the first lesson; no word is given that must be materially changed during a subsequent lesson; a few word signs are given in each lesson, thus rendering the task of memorizing them a comparatively light one; the shorthand characters are placed alongside the printed words; phrase-writing is introduced from the very first lesson.

The system was first published in America in 1893, and its progress was slow until 1898. Since then it has made rapid strides. It has been introduced in many public and private schools in the United States and Canada. (The Gregg Publishing Company, Chicago.)

*The Handbook of Best Readings*, selected and edited by S. H. Clark, is made up principally of extracts or complete compositions, in prose or verse, from the writings of living authors, and therefore will be seen to have a peculiar value. The purpose in making this compilation has been to select good literature suitable for reading aloud. In choosing material for this book it has been the aim, first, to choose that which had a fair claim to be classed as literature. Conscious effort has been made to present tragedy that is ennobling, pathos that is true, melodrama that is sane, and humor that

is sweet and pure. The pieces in this book take in nearly all classes of literature—in prose they are classed as dramatic narrative, pathetic, humorous, and humorous dialect; in verse, as dramatic narrative, pathetic, humorous, humorous dialect, and dramatic. The book will be in great demand for use in the school and home, and by those who are looking for fresh material for reading in public. (Charles Scribner's Sons, New York.)

*Child Culture*, According to the Laws of Physiological Psychology and Mental Suggestion, by Newton N. Riddell. This book will amply repay careful reading and re-reading by every parent and teacher. The book does not aim to develop a body of pedagogical theory, but is an instructive presentation of some very vital topics relative to the training of children. A more suggestive and helpful volume for the average parent and teacher on the training of children it would be hard to find. It is exceedingly practical throughout, and is filled with sound, common-sense notions. The topics, which are briefly presented, are heredity and environment, self-control in parents, source of intemperance, the key to character, traits peculiar to age, to restrain evil tendencies, law of suggestion, secret of self-control, domineering parents, how monsters are made, how men are developed, frankness and candor, personal purity, and many others of this character. The treatment is non-technical, but in accordance with the physical and mental nature of the child, and in harmony with the new psychology. (Child of Light Publishing Company, Chicago. Price, \$0.65.)

### Two Good English Literature Books.

Candidates for admission to the pages of the *Atlantic Monthly* cannot do better than to take a course of *Study of Prose Fiction* with its accomplished editor, Mr. Bliss Perry. And in the same class should register all teachers of English in universities and secondary schools, most students of general literature, whatever their callings, and many general readers who are willing, for the sake of the enhanced appreciation they will get of the great masters of fiction, to give some time and thought to questions of literary craftsmanship. The book is practically a re-writing of lectures which Mr. Perry gave at Princeton university during his incumbency of a chair of English literature. The professorial marks have been rubbed, but not entirely erased. Indeed, one of the practical merits of the book is that it possesses class-room characteristics while, at the same time, it reads as entertainingly as any of the fiction of which the gifted author writes. Mr. Perry believes in story-telling as devoutly as does its fanatic votary, Mr. Howells. The novelist is the modern interpreter of the wonderful process of human development. He looks forward to the "great American novel" which will be written by a man "who never suspects that he is doing anything of the sort." It will assuredly come, for "nothing is so certain as the triumph of the things of the spirit over the gross material forces of American civilization."

The analysis of technical problems, such as display of characters, unfolding of plot, use of local color, and other points of craftsmanship possess great charm, at least, for the literary worker. The treatment is of that broad suggestive kind that carries infinitely more stimulus than the kindergarten instruction of many of the literature manuals which teach rather to prepare good "copy" than to approach writing as a great art. An appendix of forty-five pages contains a mine of practical matter for the use of the pedagog; it is well that Mr. Perry included it, and, at the same time, it must be admitted that he showed good judgment in placing it where the reader will not have to read it. (Houghton, Mifflin & Company, Boston and New York.)

F. W. C.

A book of excerpts is hard to criticize; the best one can do seems to be to state what was the editor's point of view in his use of the shears. Mr. Henry S. Pancoast's *Standard English Prose from Bacon to Stevenson* has especial interest mainly in the fact that it carries no mere paragraphic selections, for the editor, realizing that the student cannot get even an inkling of an author's style from a fragment of ten lines or ten paragraphs, has included only long passages that are logically complete; that present distinct literary units. In following such a plan he has necessarily omitted most of the minor writers who figure in all the ordinary manuals, and, by so doing, has made a vastly stronger book. Only the big men find place in his anthology of prose. Even in spite of such limitation a big book has resulted, but one which, it is needless to say, has nothing of the big bore character. The authors from whom excerpts have been taken are Francis Bacon, Ben Jonson, Isaak Walton, Sir Thomas Browne, Clarendon, Thomas Fuller, Milton, Jeremy Taylor, Cowley, Bunyan, Temple, Dryden, Defoe, Swift, Addison, Bolingbroke, Steele, Sam Johnson, Goldsmith, Burke, Coleridge, Lamb, Landon, Hazlett; De Quincey, Carlyle, Macaulay, Newman, Froude, Ruskin, Thackeray, Arnold, Pater, and Stevenson. From this list the editor's *confessio amantis* is somewhat revealed; beyond doubt the average student will find such a book more interesting and valuable than any scrap-book of detached good things. (Henry Holt & Company, New York.)

F. W. C.

# The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING FEBRUARY 7, 1903.

An interesting list has been published of teachers who taught in the public schools of Lancaster county, Penn., last year and who are not so engaged this year. The list shows that among the fifty-seven women who have withdrawn, one died; one resigned on account of illness; nine are at present engaged in teaching in other counties; seventeen withdrew to marry; one is engaged in a telephone exchange; two have become clerks, and two, nurses; two are pursuing courses of study in colleges, and twenty-two are at their homes.

Of the fifty-nine men teachers who have left the county's schools, one died; five have not yet adopted another vocation; fifteen are teaching in other counties, and nine have gone into business. Of these, two are cigar manufacturers; one is the general agent of a phosphate manufacturing company, and one has become an ice manufacturer. One other has gone into life insurance; one has adopted farming; eight are clerks; one is a car conductor; one resigned to enter the employ of the Pennsylvania railroad; one is in the United States railway mail service; one has charge of the rural delivery mail routes of the county; one is a cashier; five are book-keepers; two are employed in the United States mint; five have entered college; one is a law student, and two have become justices of the peace.

It would seem incredible, if it were not true, that so large a proportion of teachers should leave the school-room in one year. The stronger the teacher the more attractions the world outside holds out to turn him from his course. That is why we find among those who stay behind, year after year, so many truly consecrated educators and also—the more's the pity—so many weaklings.

The old feud between the state superintendent and the board of regents of the state of New York is again approaching an acute stage. A bill is now in the assembly which provides for an extension of the state superintendent's authority to the high schools by empowering him to distribute the money appropriated for the payment of the tuition fees of non-resident pupils in high schools. According to Pres. T. H. Armstrong, of the Associated Academic Principals of the state, out of three hundred letters sent him by high school principals only one has words of approval for the bill. Nevertheless, Deputy State Supt. Danforth E. Ainsworth asserted that most of the principals would favor the objectionable bill. Unfortunately, Mr. Ainsworth injected much temper into his argument before the assembly committee, making several uncalled-for, ungracious references to individual members of the board of regents. One of the assemblymen finally gave warning that the legislature would probably decline to approve the proposed appropriation altogether if the contest over the non-resident pupil fund gave rise to such bitterness.

Meanwhile, a bill has been introduced in the senate purposing the institution of a state board of education, with the state superintendent as its responsible agent. The latter measure has much in its favor, and its legalization will at least establish the harmony necessary to fruitful, educational activity.

The following grants were made during the past year by the Carnegie Institute to the several departments of science:

Astronomy . . . . .	\$21,000
Bibliography . . . . .	15,000
Botany . . . . .	11,700
Chemistry . . . . .	1,500
Economics . . . . .	15,000
Engineering . . . . .	4,500

Exploration . . . . .	5,000
Geology . . . . .	12,000
Geophysics . . . . .	8,500
History . . . . .	5,000
Investigation of project for Southern and solar observatory . . . . .	5,000
Investigation of project for physical and geophysical laboratories . . . . .	5,000
Investigation of natural history projects . . . . .	5,000
Marine biological research . . . . .	12,500
Paleontology . . . . .	1,600
Physics . . . . .	4,000
Physiology . . . . .	5,000
Psychology . . . . .	1,600
Publications . . . . .	5,000
Research assistants . . . . .	25,000
Student research work in Washington . . . . .	10,000
Zoology . . . . .	6,000

And not one cent for educational research.

Supt. Thomas M. Balliet has long been recognized as one of the foremost schoolmen of the country. He has, as Sec. Frank A. Hill expresses it, "an unusual grip upon the deeper things in the philosophy of education." The city, whose schools he has directed for so many years, has achieved an enviable educational reputation. In fact, the schools of Springfield, Mass., are regarded as pathfinders for the things that are most desirable for the vitalization and enrichment of school life. It is gratifying, therefore, to learn that the city on Monday last, thru 160 of its representatives, business and professional men, expressed to Mr. Balliet its appreciation of his great work in the fifteen years that he has been at the head of the public school system. The addresses delivered at the banquet given in his honor will be spoken of more fully next week.

An English physician has suggested that on sanitary grounds, large school-houses should be given up and small ones built accomodating forty pupils each.

In the grammar schools in Chicago, not considering the kindergartens or night schools each teacher including the principal, has on an average forty-three pupils enrolled in a class. Upon the same basis in New York there are fifty pupils to each teacher; in Philadelphia, fifty-three; in St. Louis fifty-eight; in Boston fifty; in Baltimore fifty-one; in Cleveland forty-four; in Buffalo forty-seven; in Cincinnati forty-six. In the high schools the difference is hardly noticeable. In Chicago, Philadelphia, and Boston there are twenty-nine pupils to each teacher, while St. Louis has thirty and New York city thirty-three.

The uniting of small country districts for the purpose of maintaining a good common school is a crying need in nearly all parts of the country. We wish the state of New York would appropriate \$100,000 to be divided among the districts that would unite during the year under certain conditions. A "promoter" is needed; someone in each county that knows the conditions and can call meetings and discuss the matter, propose plans, and aid in carrying them out. We think this would combine weak districts into strong rural union schools.

When a college faculty finds an unworthy student and suspends him, and when the ninety and nine that went not astray notify said faculty to take back said unworthy student or that they will leave for another college, what shall be done? This is a hard position for a college faculty to be in, especially if dependent on the tuition money paid by these "strikers." What would President Eliot do? Yes, but there is plenty of money behind him. When it is "money" question, then money usually rules and the striking seniors will have their way in most colleges.

A thoughtful clergyman says: The great need of the church is earnestness; the young men who come into the pulpits now have made their main effort to learn how to run a church; they lack in earnestness and power. They are affected by the standards of commercial success that have been set up instead of the standard of



piety. The church officials are on the lookout for those who can fill the church with the better (?) people of the vicinity."

This describes pretty closely the educational situation.

The annual report of the auditor of the University of Chicago shows that its total assets are \$15,128,375.

In his annual report, Provost Harrison, of the University of Pennsylvania, speaks as follows in regard to the question of shortening the period of study:

"A boy should go up to college at seventeen instead of at eighteen, should do all the fruitful work of the college in three or four years and, if he proceed to one of the professional departments, should be enabled to readily take care of himself at the age of twenty-four or twenty-five. Two hundred days in the year with work to do, and 165 days in the year with no work to do, is not a fair division. We can get in a year's more work before eighteen, and another year's more work before twenty-five, without damage, but with benefit to the physical, mental, and moral condition of all concerned—student and teacher."

The report of the secretary of the Regents of the University of the State of New York shows that the cost of secondary education in 1902 was \$6,627,708 or 924,991 more than in 1901. It was divided as follows: high schools, \$4,445,083; academies \$2,182,625. The total cost of higher education in 1902 was \$8,708,698, an increase over 1901 of \$1,132,433.

During the year twenty-nine academic departments of union schools were admitted to the university. The state library grew from 461,740 volumes to 482,697. The traveling libraries went to 340 study clubs, seventy schools, sixty groups of taxpayers and twenty public libraries.

Andrew Carnegie is to give \$5,000,000 more to Scotland as an endowment trust for scientific research. He does not consider that the post-graduate organizations of Oxford and Cambridge are suitable. Their endowed scholarships, in his opinion, are too highly paid to conduce to study. The amount of his fellowships, while ample for adequate study, are not large enough to induce the possessors to cling to them for a livelihood.

The Congress of German Schoolmistresses in Berlin is energetically protesting against the miserable stipends paid to female teachers. In the eastern part of the empire properly qualified mistresses receive only \$175.00 or \$200.00 a year. Even in Berlin it seldom happens that a salary of over \$250.00 is paid.

It is well worth noting that men eminent in education have taken a deep interest in educational journalism. When the name of Horace Mann is mentioned his labors in the publication and diffusion of a journal for teachers immediately comes to mind. We find in the notable history of the Philadelphia High school, recently published, that when John S. Hart was its principal (his period was termed "the halcyon period") that he was one of the pioneers in the formation of the American Association for the Advancement of Education; that the *Common School Journal* of Pennsylvania, 1844, was edited by him "during its one year of life."

In 1844 there were very few teachers who wanted any information on school matters. When Mr. Wadsworth and Mr. Emerson had prepared a book (*The School and the Schoolmaster*) it could not be sold and was given away by the former to elevate education in New York. It is not wonderful, therefore, that Mr. Hart sent out his educational paper for one year only.

Mr. Hart was principal at a time when there were many opposed to public education; the high school, now without an enemy, had for many years violent opposition. The objection was from wealthy men who did not want to pay to have sons of poor men learn Latin and Greek. That period has fortunately passed away. This excellent his-

tory well displays the struggle and conflict thru which common school education has victoriously passed.

A socialist committee is examining the text-books in use in the Chicago schools to discover anything hostile to socialism in them.

If a bill now before the Kansas legislature becomes a law, the school fund of the state will be greatly increased. This bill is to tax all able-bodied bachelors between the ages of forty and sixty-five years, \$50 a year, and all able-bodied spinsters, between thirty-five and fifty years, \$25 a year. These taxes are to go to the school fund. The salaries of all unmarried state officers are to be forfeited to the school fund.

It has been urged in these columns many times that every teacher try to acquire some knowledge of the Spanish language. The South American republics are now beginning to arouse from their lethargy. Venezuela is a great country, full of undeveloped riches. If a few thousand Americans should go there and induce stability in the government immense fortunes could be realized in the raising of cattle, for one thing. It would be a fortune to many a boy of eighteen or twenty years of age if he understood the Spanish language somewhat. What is true of Venezuela is true of Argentina.

A large number of Indiana towns have petitioned the legislature to authorize them to succeed their two per cent. constitutional debt limit for school purposes.

Co-education is not without its drawbacks as is shown by a recent affair in one of the boarding halls at Oberlin college, Ohio. A young man student had escorted one of the co-eds to an entertainment. On returning to the boarding hall his good-night seems to have been more affectionate than the rules allowed. The matter was reported to the dean of the woman's department, and a scholarship of \$75 a year which the man had enjoyed previously, was taken away from him.

A bill on the minimum wages of teachers is before the Indiana legislature. By the terms of the bill teachers are to receive no less than two and one-fourth times their general scholarship average for the first year; two and one-half times the average of their scholarship and success grades the second year, and two and three-quarters this average after the third year. Two per cent. is to be added to the general average for attendance at the county institutes.

## A Worthy Chicago Charity.

The Chicago School Children's Aid Society disburses every year considerable money in such a manner as to enable many children to attend the public schools who would otherwise be obliged to remain away. The following is the treasurer's report for 1902:

Receipts.	
Balance in treasury	\$ 429.20
Public school collection	5,599.90
Globes	251.28
Educational Department, Chicago Woman's Club	50.00
	\$6,330.38
Disbursements.	
For 3,757 pairs shoes	\$3,505.91
717 boys' suits	1,098.15
Underwear and stockings	731.98
Material for dresses and skirts	191.38
Repairing globes	91.04
Collecting from globes	28.00
Printing and stationery	\$27.90
Postage	16.00
Cartage	2 00
Services of man to tie bundles	\$17.00
	62.90
	\$5,709.36
Balance on hand	621.02
	\$6,330.38

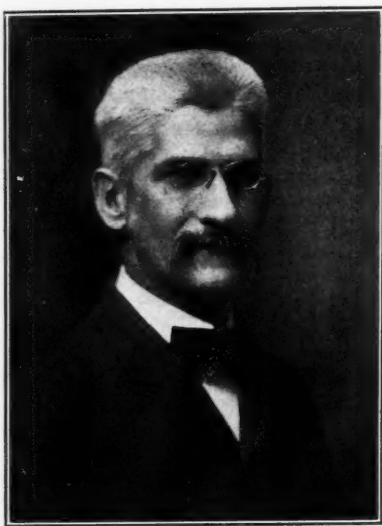
H. T. VOLLMER,  
Treasurer.

## Motif of Catholic Education.

Dr. Edward A. Pace, professor of psychology at the Catholic university at Washington, addressed the Twentieth Century club of Boston on January 24, concerning the "Roman Catholic View of Moral Education." Dr. Pace built up a strong defence of the Catholic plan of uniting and inculcating contemporaneously physical, intellectual, moral, and religious education.

He said that the Catholic Church is essentially a teaching body, and the essence of its teaching is the inculcation of morality. It maintains an educational system of its own, giving every grade of instruction. Thousands of teachers are employed and great expense is involved.

That this life is only a preparation for a participation in the divine life is what the Catholic church holds. This does not mean that a man or woman shall not strive for success in this life, that the achievements of this life, do not count, but it means that the endeavors of this life must be so ordered as to keep in view the ultimate purpose of life. Therefore the ideal education is that which teaches us so to shape our life as to attain the supreme purpose—to put the mind in the possession of its inheritance of life everlasting. This being so, moral education must



Dr. E. A. Birge, the new president of the University of Wisconsin.

bring within reach the power to attain our supreme destiny. The ideal education, therefore, must also inform us of the divine law and lead us to obey it; it must likewise train men to free obedience. The ideal education, in fine, must fortify the will so as to make free obedience a pleasure, not a penance.

The general principle underlying the Catholic view of education is that the physical, intellectual, moral, and religious education must not be separated. All must work together.

If the intellect only be trained, the child, when he leaves school, will have unconsciously formed the conviction that morality is perhaps a luxury, something which each may select for himself. What is true of the separation of the intellectual and the moral is also true of the separation of the moral and religious. If morality is imparted without religion then the child will think religion something magnificent but superfluous. The Catholic church does not minimize the morality taught in the public schools, but it claims that this morality should be elevated by religious instruction. Religious instruction supplies the higher motives, which enhance good actions. It also inculcates the most refined and hidden virtues such as Faith, Hope, and Charity.

Religion is not alone emotion or the acceptance by belief of certain dogmas; the essence of religion is in conduct that accords with religious teaching. We hold

that a child's religious instruction shall make religion permeate his life, sanctifying the family and purifying society. To sum up the view of the Catholic church regarding moral education: It holds that all moral education is worth while undertaking; that moral education must be based upon the truths which have to do with God and the divine life; and that religious instruction must not be separated from other forms of education.

Moral education is not a matter merely of text-books and recitations. The chief agent is the teacher; his personality makes this education successful. The effort of the teacher, also, must depend upon his view of the purpose of education. If he is convinced that he is dealing with a soul, then his work is more serious and his ideal is higher than if he considers his work purely intellectual. The Catholic church believes that the teacher in developing the mind of the child is coöperating in a divine work, and that the teacher must so discharge his duty as to fulfil the design of God himself. Christ, in the Catholic view is the highest example of a teacher. In his action and spirit is the perfect method of imparting moral and religious truths. In Christ is the way, the truth, and the light; the way, which leads to the ultimate end; the truth, which is the basis of moral life, and the light, which leads to a life in God.

## Care of the Teeth.

One of the elements lacking in the old education was the regard of the pupil's body. The school-room was heated with a stove in the center, near which the small children sat; this stove was kept replenished with wood, for the house had no cellar. Often the building was set on posts and the snow drove underneath. The older pupils sat around next to the wall, which in winter was always cold.

That the pupils suffered from bronchitis and catarrh from the beginning of cold weather, is apparent. That these arose in the school building, the parents knew, and they kept their delicate children at home. But the study of physiology was begun and it sensibly improved these conditions.

The teacher's care for the eyes of pupils is now demanded in all the best schools; there is a like need of a care for the teeth, as this instance will show. A dentist had opened an office in a village and a pupil from the academy was in it, accompanying a fellow pupil who was having a tooth extracted. The dentist remarked that if the tooth had been filled a year before, it need not have been extracted, also that almost all persons had cavities in their teeth that, if filled, would not enlarge, and thus the teeth would be saved. The first named pupil declared there were no cavities in his teeth, but upon examination several were disclosed, two front upper teeth each having one. He, however, in accordance with the temper of those days, declined to have them filled, tho the cost of the job was put at seventy-five cents for silver fillings. The dentist, however, was more than an ordinary person, and said to the pupil, "You are getting an education; you may be called on to lecture before a large audience; you will be ashamed to open your mouth if you have poor teeth in it." This settled the matter; the teeth were filled, and they remain filled to this day, and that was more than forty years ago. As the dentist prophesied, the pupil was called to stand before large audiences, especially of teachers at institutes, and he never fails to feel grateful to this man for his kind and wise advice.

Dr. W. J. Stewart, who is well known to the teachers of New York city from his able services as school trustee, had his attention attracted to the need of care of teeth of pupils, from observing that the older ones in so many cases were disfigured by a tooth being gone in the front of the mouth, or nearly so; also by the appearance of broken teeth. In one case a very bright girl declined to appear on the platform to recite because her teeth were so poor; on examination, Dr. Stewart found that all

of her teeth could have been saved if they had been filled at the proper time. Dr. Stewart's long experience as a practical dentist led him to propose that the board of education should have the teeth of school children examined and each be given a chart showing which teeth needed filling, and the probable cost.

This, we think, is most desirable. There are now such cheap fillings that very few parents would neglect so important a matter. In the case of many children temporary fillings would save the teeth until the person could earn the money to have substantial ones put in.

It is the advice of Dr. Stewart that a person's teeth should be examined once a year at least, and with this opinion all dentists coincide. It will be found in many cases that but a small cavity exists; this will be filled without pain and thus the tooth be saved. The best dentists now urge the importance of saving the teeth. An interest is being created among teachers concerning this matter.

### Our Critics.

We are criticised by foreigners when we say we are attempting to build up a noble democracy here; they say that we are after material progress and don't care for the equality and freedom of each and all. As for our public school system helping towards the democratic ideal (as we claim), that they say is false too. They say that the public school is like a railroad car; in that a rich and poor man may sit together until the station is reached, then part not to meet again. If there are democratic teachings in the school they are nullified at home.

These same foreigners tell us that in a true democracy the well-being of society is the aim, and that they see very little of it here. It has long been our opinion that the pupil must be led to look at the school as something more than a place to learn to read and write. If he can regard that institution properly he may then learn how properly to regard the state.

### The Heavens in February.

During this month those who can carefully observe the western sky after twilight will see a soft, nebulous column of pearly light, extending upward from the western horizon to the Pleiades. This phenomena is known as the Zodiacal light. Its cause is not known certainly, but the theory is that it is due to sunlight reflected from an immense cloud of meteorites filling the space between the earth and sun.

The sun makes considerable gain in its length of stay above the horizon, the length of day changing from 9 hours, 58 minutes to 11 hours, 9 minutes.

The moon quarters on the fifth, fulls on the eleventh, and comes to the last quarter on the nineteenth. The new moon comes on the twenty-seventh. On the eighth there is a conjunction between the moon and Neptune, on the fifteenth with Mars.

Jupiter is the evening star until toward the middle of the month, when it is in conjunction with the sun and becomes a morning star. Jupiter's satellites are not visible at present, owing to the nearness of the planet to the sun, nor will they be visible until March 19.

Venus is the best evening star at present and grows larger and more brilliant with each succeeding night.

Mercury is about changing from an evening to a morning star, and on the twenty-seventh, when it reaches the point of greatest elongation from the sun, the best view of Mercury can be obtained.

Neptune is an evening star and can easily be identified by his nearness to the moon on the eighth. This planet is in the constellation of the Twins and plays but a minor part in our skies this month.

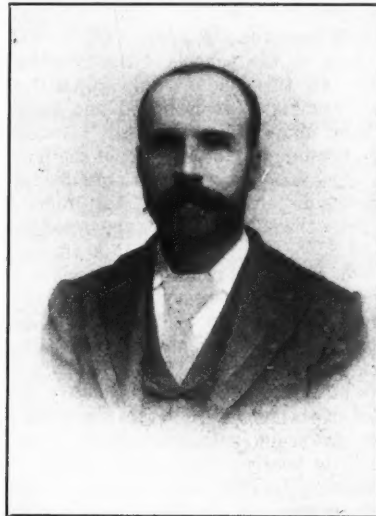
Mars is a morning star thruout this month, but will become an evening star next month for the rest of the year. He rises about ten, becoming earlier each evening until he appears shortly after sunset.

Saturn is now a morning star and is gradually drawing away from the sun.

Uranus moves but little thruout this month and plays but little part in its program.

### Messrs. Dexter and Garlick.

Two prominent English schoolmen whose names are well known also to American teachers are T. F. G. Dexter, head of the Finsbury pupil teachers' school, and A. H. Garlick, head of the Woolwich pupil teachers' school, both of London. These two schools are perhaps the largest schools for the training of teachers in Great Britain. The curriculum corresponds very much to that



T. F. G. Dexter,  
Headmaster Finsbury Pupil Teachers' School, London, Eng.

in our State normal schools. As the authors of several educational works of great value Professors Dexter and Garlick have won themselves many admirers in this country. "Psychology in the School-Room" which Messrs. Longmans, Green & Company published recently has already passed thru many editions and is one of the most widely used text-books on applied psychology. It is unusual for



A. H. Garlick, B.A.,  
Headmaster Woolwich Pupil Teachers' School, London, Eng.

a book of this sort to win such immediate recognition as this book has. THE SCHOOL JOURNAL has reviewed it at length and the press generally has spoken of it in high terms. Another book of which Mr. Garlick is the author is "A New Manual of Method." The portraits of these leading educators and authors which are presented herewith will no doubt prove of interest to many who have profited by their books.



## Letters.

### The Truth With Reference to South Carolina.

Editor of THE SCHOOL JOURNAL:—I write to protest against some of the statements made in an article, "South Carolina's School Money," written from Columbia and signed "E. L. P." which appeared in THE SCHOOL JOURNAL of January 24. To one not familiar with the educational conditions in South Carolina, it is made to appear that we are in a desperately bad situation. Certainly, we can improve, but our condition is not so serious as this article leaves one to infer.

The income to the schools of the state last year was \$1,184,029. Of this amount only \$66,010 came from the state dispensary. It is hoped and stated that we shall get as much as \$140,000 a year. Instead of yielding a large revenue for the support of the public schools, last year less than six per cent. of the total receipts came from the dispensary. The total profits derived by the state from the sale of liquors amounted last year to the sum of \$556,000. Most of this amount, however, went to the cities and counties as provided by law. If all the profits of the dispensary were annually appropriated to the public schools of the state, they would be much better than at present. Higher salaries, better equipment, and larger results would follow.

I believe all the profits of the dispensary should go to the support of the schools, but this is not the case.

Another statement in this article deserves attention. It is this: "Our poorly qualified teachers are mere apologies for teachers." This means one of two things: (1) that all of our teachers are poorly qualified and are mere apologies, or (2) that only the poorly qualified are mere apologies for teachers. From "E. L. P.'s" article the first meaning is easily inferred, and it is against this idea that I vigorously protest. All of our teachers are not mere apologies. In all of our schools, both city and county, there are many earnest, capable teachers who would do credit to the teaching force in any state of the Union.

This is not all; we are improving and are going to do still better in the future. Our normal schools are doing good work and our summer schools for teachers are admittedly among the best in the country. We have in this state a state summer school every year which continues in session for four weeks, including Saturdays. In addition to this school, county summer schools were held last summer in every county in the state, each lasting four weeks. The enrollment in the state and county schools for white teachers was 1,700 out of a total of 3,430. This is not a bad showing. It would be interesting to know in how many states half the white teachers were enrolled in summer schools last year.

At the summer schools, tuition is free to the teachers of this state and the expenses of most of the teachers in attendance are paid by the trustees employing them.

Last summer Columbia added \$20.00 to the June pay roll of her teachers in order that they might attend a summer school without cost to themselves. Many other schools also defray the expenses of their teachers at summer schools.

But, of course, we have some poor teachers in our state, some "mere apologies," if you please, but in this respect we are in a condition very similar to that which prevails in other states.

Again, our state is not so deplorably in need of educational leadership as this article would indicate. We have some leaders, not altogether unknown beyond our borders, who are raising standards as rapidly as conditions will permit. Our educational standards are perhaps not so high as they should be, not so high as we want them to be, but for any one to insinuate that they are not decent is unwarranted and unjust.

Columbia, S. C.

E. S. DREHER,  
Supt. City Public Schools.

### Whose Fault Is It?

Noticing several articles in the columns of THE SCHOOL JOURNAL recently relative to teachers asking publishers for sample copies I would like to say a few words which while not excusing the teachers, might lay a part of the blame elsewhere. Certain of the leading publishers make a practice of sending samples of any new publications to teachers who, they feel, might be interested. Moreover if you write for prices you receive samples. At institutes often you are almost begged to carry away samples. Now, all this may be good business, but publishers should not complain if teachers prove apt scholars.

There is, to my mind, a much more glaring evil in connection with this publication business and that is that there are general agents for publishing houses who have a powerful influence with school boards and secure the election of friendly superintendents or principals when vacancies occur. The latter knowing to whom they owe their position, of course favor the books of the friendly house. This is no fanciful condition. The welfare of the children, and the merits of a book are not always the determining factors in selecting books. Let me give an instance, withholding the names. An agent of a certain prominent house secured the election of a certain man as superintendent of one of our cities. A teacher desired to change the book used by her classes and put in a book not published by the house. The superintendent agreed. Soon after the agent who had secured the superintendent his position called, the teacher was immediately informed that no change of books would be made.

As the millennium has not come perhaps we cannot expect teachers to refuse influence offered in their behalf. But I believe many would, and school boards should be warned not to allow agents to influence them, because these book companies are not in the business for their health. At any rate, the complaints as regards the "sample books" evils should not be lodged wholly against the teachers.

J. W. THORNE.

New York.

A bill has been introduced in Congress to establish an additional naval academy at Marblehead, Mass.

The first award of Cecil Rhodes scholarships has been made by the government of Rhodesia to two Catholic students of the Jesuit college at Bulawayo.

The first statue to Shakespeare in Germany is to be erected in a short time. It is a marble statue by the sculptor, Otto Lessing, and will probably be unveiled in June.



Mr. C. P. Cary, State Supt. Elect of Wisconsin.

## Department of Superintendence, N. E. A.

Cincinnati, Ohio, February 24-26, 1903.

### OFFICERS.

President, Supt. Charles M. Jordan, Minneapolis, Minn.; First Vice-President, Supt. Clarence F. Carroll, Worcester, Mass.; Second Vice-President, Supt. Warren Easton, New Orleans, La.; Secretary, Pres. J. N. Wilkinson, State Normal School, Emporia, Kans.

All sessions will be held in the St. Paul M. E. Church; the general sessions in the auditorium, and the round tables in adjoining rooms.

### TUESDAY, FEBRUARY 24.

9:30 A.M.

#### 1. *The Human Side of Geography*—

A Review of Prof. W. M. Davis' paper read at the Minneapolis meeting of the National Society for the Scientific Study of Education—Supt. Lloyd E. Wolfe, San Antonio, Texas.

Discussion opened by Supt. William H. Hatch, Oak Park, Ill., and Jacques W. Redway, Mt. Vernon, N. Y.

#### 2. *The Best Methods of Electing School Boards*—

Pres. Lewis H. Jones, State Normal College, Ypsilanti, Mich.

Discussion opened by Supt. John W. Carr, Anderson, Ind.

2:00 P.M.

#### 1. *The Freedom of the Teacher*—

Supt. Charles B. Gilbert, Rochester, N. Y.

Discussion opened by Supt. James H. Van Sickle, Baltimore, Md., and Supt. John Richeson, East St. Louis, Ill.

#### 2. *A readjustment of the High School Curriculum*—

Prin. E. W. Coy, Hughes High School, Cincinnati, O.

Discussion opened by Supt. Edwin G. Cooley, Chicago, Ill., and Supt. F. Louis Soldan, St. Louis, Mo.

8:15 P.M.

Address—*The Revelation of St. John from a Literary Point of View*—

Richard G. Moulton, professor of English Literature, University of Chicago.

### WEDNESDAY, FEBRUARY 25.

9:30 A.M.

#### 1. *Industrial Education in Rural Schools*—

State Supt. Alfred Bayliss, Springfield, Ill.

Discussion opened by ex-State Supt. L. D. Harvey, Madison, Wis., and State Supt. W. W. Stetson, Augusta, Maine.

#### 2. *Literature in the Grades and How to Use It*—

Mrs. Alice W. Cooley, University of North Dakota.

Discussion opened by Prin. Josephine Heermans, Kansas City, Mo., and Prin. Florence Holbrook, Chicago.

2:00 P.M.

### Round Table Sessions.

#### A. *Round Table of State and County Superintendents*—

Leader, State Supt. Helen L. Grenfell, Denver, Col.

### SESSION IN ASSEMBLY ROOM.

To What Extent and in What Form Should the Manual Training Idea be Embodied in Public School Work?

Pres. William O. Thompson, Ohio State University.

Discussion opened by State Supt. Nathan C. Schaeffer, Harrisburg, Pa.

#### Round Table Topics.

(a) Does the College or the Normal School build the Stronger Teacher?

(b) How can State and County Superintendents Assist in Making Teaching a Profession?

(c) Shall We Have Teachers' Pensions and What Shall be the System?

(d) Should the Raising and Distribution of School Funds be Entirely Managed by the State?

General discussion.

#### B. *Round Table of State Normal Schools and City Training Schools*—

Leader, Pres. Homer W. Seerley, State Normal School, Cedar Falls, Ia.

### SESSION IN PARLOR NO. 1.

#### The Organization and Function of Training Schools.

##### (a) In State Normal Schools—

Wilbur H. Bender, State Normal School, Cedar Falls, Iowa.

##### (b) In City Training Schools—

Pres. Lewis H. Jones, State Normal College, Ypsilanti, Mich.

General discussion led by Supt. F. Louis Soldan, St. Louis, Mo. Pres. John W. Cook, Northern Illinois State Normal School, DeKalb, Ill., and Prin. Mary E. Nicholson, City Normal School, Indianapolis, Ind.

#### C. *Round Table of City Superintendents*—

Leader, Calvin N. Kendall, Indianapolis, Ind.

### SESSION IN SUNDAY SCHOOL ROOM.

#### Round Table Topics.

##### (a) Public Opinion and Good Schools—

Supt. J. K. Stableton, Bloomington, Ind.

##### (b) The Most Effective Use of the Superintendent's Time—

Supt. A. B. Blodgett, Syracuse, N. Y.

##### (c) What Should be the Features of a Modern Elementary School Building—

Supt. Clarence F. Carroll, Worcester, Mass.

General discussion will follow the introduction of each of the above topics.

8:15 P.M.

Address—*How to Utilize Fully the Plant of a City School System*—

Pres. Charles W. Eliot, Harvard University.

### THURSDAY, FEBRUARY 26.

9:30 A.M.

#### 1. *Reduction of Time in the Elementary Schools*—

Supt. James M. Greenwood, Kansas City, Mo.

Discussion opened by Supt. Richard G. Boone, Cincinnati, Ohio, and Supt. John Morrow, Allegheny, Pa.

#### 2. *The University of Oxford and the Rhodes' Scholarships.*

Dr. W. T. Harris, U. S. Commissioner of Education.

2:00 P.M.

#### 1. *Some Practical Problems in Manual Training*—

C. R. Richards, director of Manual Training Department, Teachers College, Columbia University.

Discussion opened by Prin. Gustav Larson, Sloyd School, Boston, Mass.

#### 2. *Co-education in High Schools and Universities*—

Prof. Albion W. Small, Department of Sociology, University of Chicago.

Discussion opened by Supt. Aaron Gove, Denver, Col.

The National Society for the Scientific Study of Education, and the Educational Press Association, will meet Wednesday afternoon, February 25. The time of the conference of the Association of College Teachers of Education has not been definitely settled, as yet.

## New York City and Vicinity.

Commissioner Henry A. Rogers has been elected president of the board of education to succeed Charles C. Burling-



Dist. Supt. Edward W. Stitt.

ham. Mr. Rogers has been an active member of the board for twelve years. At the same meeting Dr. Edward W. Stitt was elected district superintendent.

George W. Wharton has been elected secretary to Supt. W. H. Maxwell at a salary of \$2,500.

The faculty of the College of the City of New York in its annual report urges that the length of the college course, which is now seven years, be shortened by at least one year.

The board of education has awarded contracts as follows: For installing heating and ventilating apparatus in addition to and alterations in public school 89, Manhattan, \$15,415; for sanitary work and alterations at premises 907 East 134th street, annex to P. S. 156, the Bronx, \$1,241; for sanitary work at new P. S. 176, the Bronx, \$2,400; for installing heating and ventilating apparatus in the Long Island City High school, \$23,241.

The examiner of charitable institutions, Dr. Daniel F. Potter, has investigated the Brooklyn Disciplinary Training School for Boys and has reported that the school should be closed and the boys transferred to private institutions. His report states the institution as to cost, management, and efficiency is not creditable either to its managers or to the city of New York. The house is unsanitary, he found. Then altho engineers and fireman are hired, an eight-year old boy was found acting as a stoker for a large high pressure boiler.

The summary of Controller Grout, concerning the condition of the public school teachers' retirement fund for the year ending December 1, 1902, is as follows:

Total receipts from January 1, 1902, to December 31, 1902, \$417,692.16; amounts deducted for absences, less amount refunded for absences excused, etc., Manhattan and Bronx, \$88,668.07; Brooklyn, \$28,981.95; Queens, \$6,322.69; Richmond, \$1,506.29. Total, \$125,479.

The amount transferred from excise taxes was \$262,066.04. Interest on deposits amounted to \$16,535.96. The pay rolls of retired teachers, less amounts overcredited on pay rolls of annuities, were: Manhattan and Bronx, \$294,155.13; Brooklyn, \$83,740.39; Queens, \$207.17; Richmond, \$3,485.39. Total, \$361,588.08. The total balance to the credit of the fund December 31, 1902, was \$806,668.36.

Thomas W. Hynes, commissioner of correction, hopes to open a school for the boys temporarily confined in the city prison. The board of estimate and apportionment has been asked to allow the board of education to give the money for

a teacher. There are about forty young men, between the ages of sixteen and twenty-one, constantly at the city prison. Most of them are ignorant beyond belief. If the proper teacher can be procured, it is hoped to drive the rudiments of learning into some of their minds during their temporary detention.

The authorities of Columbia university in charge of Earl Hall, the building for student social life, have just ruled that students must not play whist in the hall. The students are amazed at this action and accept it as an evidence of a too critical policy of management which they prophesy will cause the building to be deserted. But the management may know even more than a senior.

### Organized Local Boards.

Twenty-five representatives from as many local school boards in New York have formed an Associated School Board. Twenty-one local board were not represented, and so were not made a part of the new body. A. J. Westmayer, of the Bronx, was elected president.

The work of the new body will be to act as a central organization for the local school boards, in the consideration of matters of general interest, when it will act as a representative unit for its constituent boards.

### What the Administration Stands For.

Associate Supt. Clarence E. Meleney recently gave before the Women's Municipal League, of Brooklyn, an outline of the purpose of the educational authorities in the administration of the New York city public school system. He said:

The administration stands committed to the introduction of kindergartens for every child in the city under six years of age; for the teaching of at least one foreign language in every grammar school if demanded by the parents; for instruction in sewing for the girls of intermediate grades; for instruction in cooking for all girls of the upper grammar grades; for instruction of boys in the use of tools in the construction of useful articles; for thoro and systematic physical training in gymnastics with light apparatus, and in gymnasiums when possible, and in healthful sports and games.

The administration believes in a progressive growth of the course of study and its modification, from time to time, to meet the new conditions of social life and the growing demands of industrial life, and to utilize the best material for the cultivation of power and for the culture of the child.

It is the purpose of the school authorities to educate all children in the schools to the limit of their capacity, and to advance them as fast as they are capable of being advanced.

It is the purpose of this administration to organize classes for defective children and to appoint expert teachers competent to teach by the application of special methods, and by the use of appropriate material.

The school authorities have a serious problem in how to educate the thousands of foreign children of school age who are ignorant of the English language. Many of them are being taught in evening schools, some only a course of study for willing students, but a special course of instruction and training that satisfies the needs and awakens the interest of those inclined to seek amusement in vacant lots and around the centers of activity in business quarters.

A few of the elements of strength in our system are:

1. The firm permanent financial foundation insured by the four-mill tax,

which, based upon the new method of assessment, may safely be reduced, as now proposed, to a three-mill tax.

2. The security of the teacher's position and his independence thru the establishment of standards of appointments and promotion based upon merit and fitness.

3. The premium placed upon scholarship and successful experience as an inducement to progressive, ambitious, and high-minded teachers.

4. The placing of the management and the educational functions of the system in the hands of a professional body.

5. The organization of the administration designed to distribute the responsibility and to insure effective and prompt despatch of business.

6. The establishment of the teaching profession upon a high plane independent of politics, of sectarian influence, far in advance of organization in any other sphere of activity, and governed, as Superintendent Maxwell said recently in his address before the convention of the University of Chicago, upon a "code of professional ethics."

### Supervisor of Physical Training.

The board of education, at its last meeting, elected Dr. Luther H. Gulick, director of the high school of Pratt institute, Brooklyn, to the position of director of physical training for the schools of Greater New York for a term of six years. Dr. Gulick is brought into the service for the purpose of reorganizing physical instruction in the city. He has been a prominent figure in athletic and physical education circles for many years. He took a two years' course in English at Oberlin college and while there was prominent in various sports. He was also a volunteer instructor in gymnastics. Later he took a course at Dr. Sargent's School of Physical Training. In 1886 Mr. Gulick entered the New York university and studied medicine, receiving his M.D. in 1889. For several years he was physical director of the Young Men's Christian Association at Jackson, Mich. He organized a three-year normal course for teachers of physical training of the Y. M. C. A. and had full charge of the course for two years. He was secretary of the physical training department of the Y. M. C. A. for fifteen years and secretary of the American Association for the Advancement of Physical Education convention in 1900. He has been at Pratt Institute for the last six years.

Of his plans in his new position Dr. Gulick says: "I intend to plan for the introduction of a few minutes of recreative exercise in addition to the daily gymnastics, to do all in my power to support high school athletics, and, if possible, to extend their influence, and to develop plans for special work for those who are not normally developed.

### Prevention of Marriage.

The action of the board of education in favorably considering its recent resolution against married teachers has aroused considerable criticism. The *Times*, of January 16, says editorially:

"There are several reasons of measurable weight for preferring the services of unmarried to married women as teachers in the public schools, or in any other school for that matter, but neither the existence of those reasons nor the fact that some of them are not frequent topics of general discussion justified the drafting by any member of the board of education of a resolution like that now awaiting the action of that body. For the resolution treats the marriage of teachers as an offense to be punished after trial on 'charges' and, of course, it is no such thing. It seems to us that what is needed is not an iron rule against married teach-



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ers, but a settled policy to get and keep good teachers, and that the dismissal or the retention of the teacher who marries should be decided by the effect which her change of state has upon her efficiency as a teacher. Each case should be settled on its own merits, and only the interests of the school should be regarded by the board. The idea that the position of teacher should be given to unmarried women because they need the salary more than married women do is utterly indefensible, and it should be condemned whenever presented, no matter by whom or in what shape. Schools are maintained for the education of children, and the fact that they also provide adults with a means of earning a living is one that should be kept strictly incidental. As long as a teacher does satisfactory work,

the board of education, so far as we can see, has no business to ask whether she is married or not. The prevention of marriage is against public policy, and to make it the basis of 'charges' is wicked as well as absurd."

### De Witt Clinton.

A proposition has been made not to build the new De Witt Clinton High school on the site purchased for it at Tenth avenue and Fifty-ninth street. Plans for the building are already drawn but the construction has been continually delayed for different reasons. At various times it has been determined to have the school built in Harlem, in Fifteenth street, and in Fifty-ninth street. And now, just as everything seemed settled, the executive committee of the board of education

has decided to take up the question of the suitability of the neighborhood. The matter was brought up in the following resolution addressed to the board of education:

*Resolved*, That the committee on high schools be requested to consider the question whether the site in Tenth avenue between Fifty-eighth and Fifty-ninth streets, heretofore set apart for the De Witt Clinton High school is not likely to be objectionable as a site for so important an institution on account of the proposed widening of Fifty-ninth street the occupation of the rest of the same block by the gas reservoirs of the Consolidated Gas Company, and of the opposite side of the street west of Eleventh avenue as a freight terminus of the New York Central and Hudson River Railroad Company, and

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of changes in the character of the vicinity which may be anticipated, and that the committee be requested to make personal inspection of the proposed site and confer, if deemed advisable, with the committees on sites and buildings and the city superintendent and report to the board at its next meeting.

### Columbia Summer School.

The prospectus of the summer school of Columbia university for 1903 shows that many additional courses are to be offered and the scope of many of those given heretofore will be somewhat widened. Among the men from outside institutions who will offer courses is Prof. Wilbur L. Cross, of Yale, who will give two graduate courses in the English department. Mary Anderson, of the University of Chicago, will give courses in nature study. Two courses in psychology will be given by Prof. Joseph Jastrow, of the University of Wisconsin. A course in music, adapted to the needs of the teachers in the public schools and to primary and kindergarten teachers, will be given by Prof. Farnsworth and Miss Hofer, of Teachers college.

Physical training is to receive additional attention. Dr. Henry S. Curtis, of the DeWitt Clinton High school, will give a course on vacation schools, playgrounds, and university extension work. In the department of education the course on school management is to be given by associate Supt. Andrew W. Edson.

In all the departments the work has been considerably modified and an arrangement has been made whereby all courses will count toward degrees in Columbia university.

#### All Who Want Light

on the educational situation, the new textbooks, the new appointments, the important utterances, valuable opinions, will find all these in THE SCHOOL JOURNAL.—A Dr.

### Chicago Items.

A petition has been filed in the courts for the granting of a writ of mandamus to compel the board of education to erect a covered passage-way between the two buildings of the Englewood High school. The complainant claims that the exposure from going out of the warmly-heated rooms into the open air in connection with the school work has resulted in a large amount of illness among the pupils.

At the last meeting of the Principals' Club a resolution was passed condemning the Civic Federation bill because it leaves the appointment of the board of education to the mayor. This practice, the club feels, will result in partisan administration and so a bi-partisan board was suggested. The club endorsed the portion of the bill which outlines the duties and responsibilities of the superintendent of schools.

The trustees of the University of Chicago have adopted plans for the arrangement and connection of a large new \$1,000,000 library and six new buildings, the cost of the whole being about \$2,500,000.

This scheme provides for a combination of the general library and departmental library schemes. The general library, to have a space for 1,500,000 volumes, is to be the central building of the group and will occupy most of the north side of the "midway" now owned by the university.

John Cummings, formerly an instructor in political economy at Harvard university, has begun work as assistant professor in the same department in the University of Chicago.

Dr. Wherry, of the department of bacteriology, of the University of Chicago, has been appointed pathologist in the government municipal health laboratory in the Philippines.

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President Harper, of the University of Chicago, recently declared that every division of education has advanced faster than religious education during the past few years. To meet this problem he has arranged a series of lectures, on religious questions, by prominent men in the religious world.

Dr. Emanuel Lasker, the chess champion of the world, has been offered a position in the department of mathematics, at the University of Chicago.

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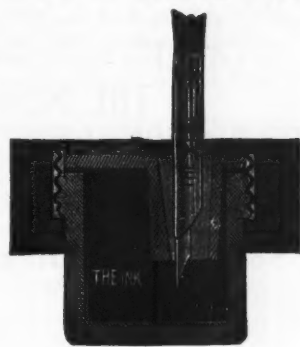
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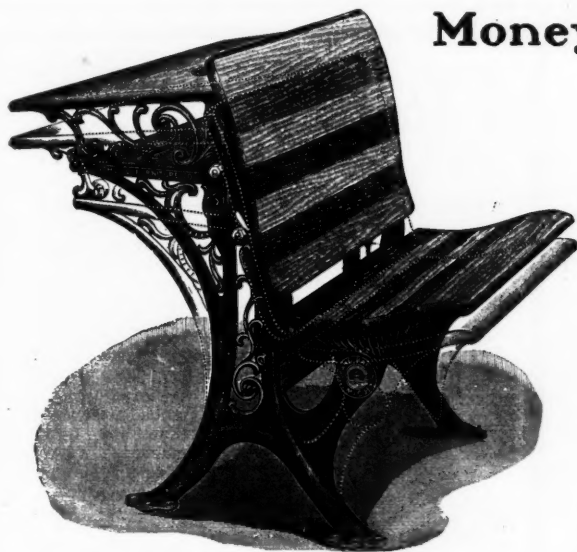
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**From the Report of the Committee on Text-Books—Included in the Latest Report of the Board of Education, Washington, D. C.**

Numerous readers were furnished for examination, many of them most attractive and of a high literary order. After a careful consideration your committee selected the first, second, third, fourth, and fifth books of Judson and Bender's Graded Literature Readers, published by Maynard, Merrill & Co., which we considered superior to all others and best adapted for our purpose.

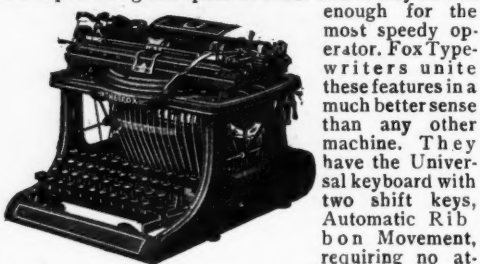
In selecting the above books, we postponed our final determination until able to secure the opinion and advice of the superintendent, the assistant superintendents, and the supervising principals. It was most gratifying to your committee to find that the selections made by them met with the unanimous approval of the officers of the schools. We may add, with some pardonable pride, that since our action the books named have been introduced into the schools of many of the larger cities of our country, the wisdom of our selection having thus received a quasi indorsement.

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## New England.

The Boston Teachers' Club has voted to join a federation of the Teachers' clubs, to be organized at an early day. When completely organized, this federation will include all associations made up of teachers employed in the public schools. Its object will be to improve the conditions under which the school work is done, and to secure for the teachers in the Boston schools all the rights and benefits to which they are professionally entitled. One of the earliest measures to which the new federation will give its attention will be the reduction of the number of pupils under charge of a teacher to thirty-five. Its limit is now sixty. A second object will be to secure for teachers a voice in determining the details of the courses of study. The clubs hope to have the federation so completed before the meeting of the N. E. A., next July, that they will be enabled to have their full part in the entertainment of the delegates.

An appropriation of \$60,000 will be asked from the Maine legislature for the purpose of constructing and equipping a central steam heating plant and machine shop for the University of Maine, at Orono. The university has been growing rapidly within the past few years and the increase of equipment has not kept pace with this growth. At present there are nearly 500 students, as compared with 120 ten years ago.

EXETER, N. H.—The administration building, Merrill Hall, was dedicated on January 23, the gift of Dr. Abner L. Merrill, of Boston, a native of Exeter. The building fronts on Water street and contains rooms for the trustees, for the principal's office, and for the literary societies. There are also rooms to be used for receptions, a large reading room, and facilities for general social interviews.

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## Educational Game Teachers' Prize Essay Contest

The date for closing the contest has been deferred till March 31st, 1903. This will give all teachers desiring to enter the contest time to prepare and submit their essays. Particulars on application. 14 prizes for essays; \$100.00, first prize; \$50.00, second prize, etc.

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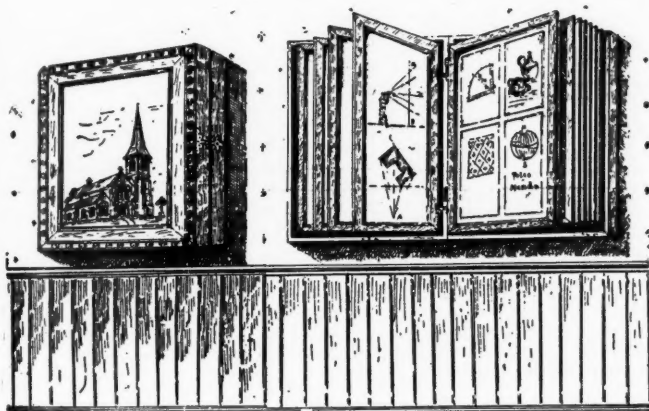
A meeting in behalf of the International Institute for girls was held in Boston, on January 25. Pres. Samuel B. Capen, of Tufts college, presided, and addresses were made by President Eliot, of Harvard, President Tucker, of Dartmouth, and Dr. Edward Everett Hale.

A new scholarship has just been founded in Brown university by Mr. Edgar L. Marston, of New York. Mr. Marston has given \$5,000, the income to be available annually for any graduate of the

high school in St. Louis, Mo., who may be recommended by the principal of that school.

By the will of the late Mrs. F. L. Ames, of Taunton, Mass., Harvard university will receive \$50,000 to maintain any poor or meritorious students.

Commander Robert E. Peary, U. S. N., has been elected president of the American Geographical Society to succeed Seth Low, who resigned a year ago.



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### For Permanent Tenure.

In Worcester, all the teachers who are employed by the year, in the public schools, are elected by ballot, annually. Supt. Clarence F. Carroll now recommends that the school committee consider whether it is advisable to adopt the principle of permanent tenure of office in the election of teachers in the public schools.

On the one hand, Mr. Carroll maintains that the teacher of average success is so assured of her re-election that the formality appears almost a farce. On the other hand, there is of course no reason why an incompetent teacher could not be retired even if the tenure of office were made permanent.

Mr. Carroll also recommend that all teachers be appointed from an eligible list. This method is followed in the appointment of teachers for Worcester's graded schools but in the appointment of all others, the old system practically prevails. The various sub-committees nominate to the school committee, but it is generally understood by candidates that they must canvass the sub-committee in advance, so that candidates are compelled to depend largely upon the personal influence of some member of the committee.

Finally, he suggests that all teachers be appointed by the superintendent, for,

I. In a large measure the superintendent must be held responsible for the condition of the schools—every school.

II. Above any other person he ought to know where to look for good teachers and he ought to know how to determine in advance what teacher would be likely to succeed.

III. The only object of any superintendent must be to secure efficiency, since he must be judged on that basis.

### The Color Line in Florida.

Booker T. Washington has been invited by State Supt. W. N. Sheats, of Florida, to deliver an address before the joint convention of superintendents of public instruction for the counties and general educational board which will meet in Gainesville, Fla., on February 4. Since this fact has become known, Mr. Sheats has been the subject of great criticism. County Supt. W. M. Holloway has published the following notice:

"Believing social equality inconsistent with the ideas, customs, and institutions of the South, and consequently inimical to her highest good and best interests, I cannot sit idly by and permit so serious an infraction of her social laws as has been attempted. Therefore, I declare the auditorium unavailable for the use of Booker T. Washington, or any other colored person, during the convention of the superintendents or upon any subsequent occasion."

### Peabody Funds.

The board of trustees of the Peabody Education Fund met in Washington recently for the purpose of formulating a plan by which the work of the board and that of the general education board shall not be duplicated. The most important action taken was the adoption of the following resolution:

"That in the opinion of the board of trustees the fund in its hands or a portion of the income thereof should be applied, so far as legal and practicable, to the establishment and maintenance of a teachers' college to be called the 'Peabody College for Teachers,' at such point in the Southern states as may be found advisable. That a committee of five, to be appointed by the chair, is hereby directed to confer with any other boards or persons interested in the subject matter and to report at the next meeting of the board a plan for carrying into effect the purposes and objects above

stated, and that the committee be authorized to call to their aid such specialists as may by them be deemed necessary."

The board also decided to discontinue the payments for scholarships that have been given for some years to a certain number of students at the Peabody Normal school at Nashville.

The Peabody fund now amounts to \$2,100,000. The results of this session indicate that a final distribution of the fund is now in contemplation, altho such action would require some years for consummation.

### Licensed Music Teachers.

The Illinois Association of Music Teachers has prepared a bill which has been introduced in the state legislature, providing for a board of examiners to pass upon the qualifications of all music teachers in the state. The board is to consist of five members. At least two are to be pianists, one a violinist, and one a vocalist. The expenses of the board are to be met from a license fee of three dollars, collected from authorized teachers of music.

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Year Ending December 31, 1902.

### Receipts in 1902.

Premiums, - - - - -	\$5,727,689.21
Interest and rents, - - - - -	1,235,433.33
Profit and loss, - - - - -	40,102.29
Total receipts, - - - - -	\$7,003,224.83

### Disbursements in 1902.

Death claims (less \$47,500 reinsurance), - - - - -	\$1,549,952.79
Payments on death claims payable in installments, - - - - -	18,611.92
Matured endowments, - - - - -	275,345.00
Surplus returned to policyholders in dividends, - - - - -	*785,138.19
Surrendered and canceled policies, - - - - -	315,399.98
Total payments to policyholders, - - - - -	\$2,944,387.88
Commissions, salaries, licenses and state fees, medical examinations, printing and advertising, postage and miscellaneous expenses, - - - - -	1,082,547.19
Taxes on real estate, reserves, and premiums, - - - - -	87,924.64
Expenses on real estate, - - - - -	6,397.61
Reinsurance, - - - - -	116,938.89
Premiums on securities purchased, - - - - -	44,140.08
Total disbursements, - - - - -	\$4,282,361.29

\*Not including \$42,990.99 dividends left with the Company to accumulate, which amount is charged in liabilities.

### Assets (Market Value).

First mortgage loans on real estate (value of property mortgaged \$37,520,571, first insurance as additional collateral \$11,063,462), - - - - -	\$13,325,932.09
Loans secured by assignment of Company's policies, - - - - -	2,326,530.00
Massachusetts state bonds, - - - - -	99,500.00
State, County and Municipal bonds, - - - - -	928,990.00
Masonic Hall Ass'n, Springfield, Mass., 1st mtge. bonds, - - - - -	70,000.00
Railroad bonds, - - - - -	10,350,720.00
Railroad and other stocks, - - - - -	480,804.00
Real estate (ledger value), including home office building, - - - - -	341,484.07
Premium notes on policies in force, - - - - -	736,541.70
Deferred premiums (reserve charged in liabilities), Net, - - - - -	498,181.31
Premiums in course of collection (reserve charged in liabilities), Net, - - - - -	244,240.99
Interest and rents due and accrued (due, \$9,006.86; accrued but not due, \$145,009.90), - - - - -	454,916.76
Cash on hand and in banks, - - - - -	604,935.70
Total assets, - - - - -	\$30,960,145.22

### Liabilities.

Reserve, Actuaries' 4 per cent., business of 1901-1902, American 3½ per cent., - - - - -	\$27,786,498.00
Reported death claims and matured endowments in process of adjustment, - - - - -	98,076.00
Balance of installment policy death claims not yet due, - - - - -	182,738.98
Unpaid dividends, due and to become due, - - - - -	251,114.88
Premiums collected, but not yet due, - - - - -	18,423.66
Unpaid expenses, bills not presented, - - - - -	14,441.50
Total liabilities, - - - - -	\$28,354,119.97
Surplus, December 31, 1902, - - - - -	\$2,606,025.25

Number of policies issued in 1902, 11,561; insuring, - - - - -	\$25,086,574
Number of policies in force December 31, 1902, 67,508; insuring (including reversionary additions), - - - - -	158,703,802

### GAINS FOR THE YEAR.

Increase in amount of insurance in force, - - - - -	\$12,597,081
Increase in net assets, - - - - -	2,720,874
Increase in surplus, - - - - -	219,885
New insurance written (more than in 1901), - - - - -	4,365,630

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### What Does Missouri Say?

A correspondent of the St. Louis *Globe-Democrat* arraigns the school system of Missouri in some pretty hard terms. He says in part:

"Of all the states south of the Mason and Dixon line Missouri has the largest percentage of illiteracy. The reason is not far to seek. In the country districts the schools are largely poor and inefficient, and in our towns and cities they are overcrowded. Our educators indulge in much loud talk and gratulation over the growth of the high schools and university, but seem not to realize that the common schools—the foundation of our state educational system—are being neglected.

"Right here lies the cardinal vice of our system of public instruction in Missouri. We are spending too much on high schools and the university and contributing too little to the support of the common schools. The structure is out of proportion. It is top-heavy. We are not providing a good foundation. We are trying to build from the top down instead of from the bottom up.

"Last year our state contributed but a little over \$1,000,000 to the support of the common schools, and these schools had over 1,000,000 pupils enrolled. To be more exact, the state contributed for common school instruction of all the children in Missouri \$1.10 per head; while at the same time the state provided for the higher education of some 1200 or 1400 children at the university over a half million dollars, or, in other words, \$300 or \$400 per head.

"What can be said of the wisdom and justice of such a policy as this? Does it seem right to the people of the state that the miserable pittance of only \$1.10 per head should be spent by the state in giving our children the essential elements of an education, while hundreds of dollars per head are lavished by it in teaching Latin, Greek, law, and medicine to a few hundred favored children?

"To the state it is essential that all children should have a good common school education; without such an education good citizenship is impossible. A higher education is a good thing, but an elementary education is an essential thing, and the state should furnish it to her children. There is no other agency that can so universally furnish it as the common schools, and their efficient support is a matter of safety to the state. A mass of ignorant voters is a menace to any government basing itself on popular suffrage.

"I am no enemy to higher education, but I do believe that Jefferson was right in saying that it is safer to have a whole people respectfully enlightened than a few in a high state of science, and many in ignorance. This last is the most dangerous state in which a nation can be."

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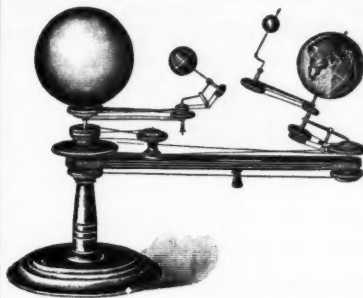
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Shelby, O. W. W. SKILES, Pres. of Board of Education.

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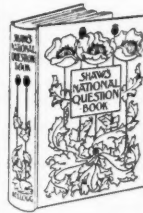
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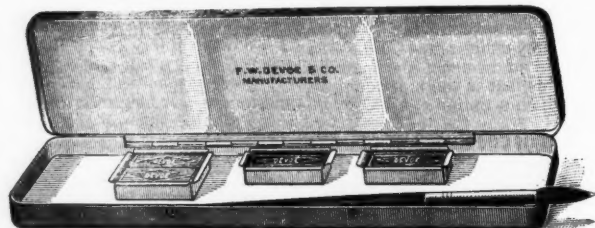
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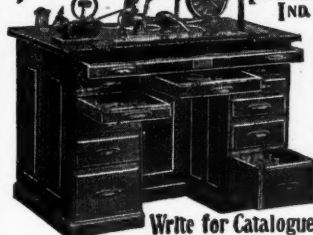
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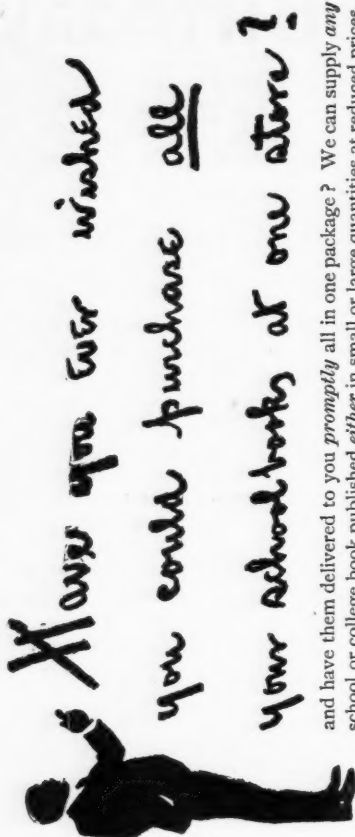


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In the lower grades it is best to teach the child the meaning of a picture so that the story will always be associated in his mind with the picture itself. It is surprising, but pictures like Raphael's "Angels," the "Madonna," and Rosa Bonheur's animal paintings all interest children and they never tire of them. Brightly colored pictures, on the other hand, cut from the newspapers and magazines quickly cease to interest them.

All pictures that represent scenes of violence should be excluded from the walls of the school. Such reproductions are generally hung to illustrate history, but are historically false and ridiculous. But were they in every respect true they should none the less be removed from schools. Teachers should be careful never to familiarize their pupils with sights of violence and ferocity. The brutal instincts of the human race are not yet sufficiently weakened to admit of placing before the eyes of the young scenes of murder and other atrocities.

Again it hardly seems best for the pictures in a school to glorify war and victory. The child should be taught rather that unjust war is a horrible inheritance and that every means of conciliation should be used to settle differences.

These instances illustrate some of the difficulties that are before the teacher in selecting pictures. The best course to pursue is to get the catalogs of thoroly reliable firms, as those mentioned above, and make careful selections from them.

Stereopticon slides for schools should also undergo a rigid inspection before they are shown to the children. Careful judgment and experience combined with the advice of a reliable firm are necessary to procure suitable slides. The slides made by the McIntosh Stereopticon Company, of Chicago, will be found to answer all the requirements of the schools and all grades of pupils.

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This is a question which teachers everywhere are asking. Card Games, prepared by practical school men, are being advertised in this and other educational journals. They are constructed and edited by educators of note. The claim is made by the publishers, and with obviously good reason, that these games interest the pupil; stimulate him to greater efforts and secure better results than are possible with usual and routine methods alone.

Should these claims be justified by actual school-room use, then teachers everywhere who wish to keep abreast of the times, will be glad to know it, and will be interested in the following reports from teachers who are using these games.

Dr. A. E. Winship, Editor "Journal of Education," Boston, Mass.

"It is in every way interesting, is easily learned, and makes the children quick in their combinations. It is ingenious and attractive."

Jonathan Rigdon, Pres. Central Normal College, Danville, Ind.

"I am glad to assure you that I tried your game of addition and subtraction and most heartily recommend it. It seems to me that it is not possible to add more pleasure to a game. I shall be glad to speak to our students concerning each of these games that I have an opportunity to test. If your Multiplication and Division Game is ready, please send it."

Mr. E. J. Llewellyn, City Supt., Arcadia, Ind.

"While we have not had time to put the games to a very severe test, I can truthfully say that I believe them to be all and more than represented to be. In the short time that we have had the game, we have had it in almost constant use for our third and fourth grades, and are much pleased with the results. I believe that such games as these will have a tendency to awaken an interest among students in the study of arithmetic. It quickens their ability to add and subtract readily and accurately and exerts a good moral influence over the pupils. I have no criticism to offer. They are just the thing."

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"I placed the game of addition and subtraction in the hands of one of my teachers and instructed her to try it with the children. She reports that the results are very gratifying. I feel that you are making a valuable addition to the equipment of our schools."

Mr. Horace Ellis, Pres't Idaho State Normal School, Allison, Idaho.

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### New Jersey Normals.

One of the fights of this session of the New Jersey legislature will probably be over the erection of new normal schools. Trenton now has the only school in the state where public school teachers are prepared, and about 1,000 are graduated annually. The contention is that the normal school of Trenton cannot supply the needed teachers. The legislators claim that only about one half of the 1,000 graduates ever reach the vocation for which they are instructed. Many of the young women are married soon after graduating, and others find more profitable employment. It is therefore insisted that another normal school should be erected in the northern section of the state.

Bills are now before the legislature for the erection of normal schools in Essex and Hudson counties, the latter presumably in Jersey City. The measures provide that only high school graduates shall be admitted, and the other features of the bills simply follow the law for the management and government of the Trenton school.

### Leland Stanford's Beautiful Church.

On January 25, the Leland Stanford Junior university will dedicate its Memorial church. The building was begun in 1899. It stands in the center of the inner quadrangle group of buildings facing the main entrance. It is of modified Moorish and Romanesque architecture, and is built in the form of a cross with rounded ends. It is 190 feet in length thru vestibule, nave, and apse, and 156 in width thru transept. The four gables of nave, transept wings, and apse are united by a twelve-sided belfry tower, whose spire rises to a height of 190 feet. The tower contains the clock with its four faces, a peal of bells, and twenty-four pictorial windows. The building is of buff sandstone, rough-hewn on the outside and with tooled face on the inside. The interior is relieved by elaborate carved designs and fifteenth century mosaics. The features of the apse are the marble altar with its candelabra, life-sized marble figures, and bas-relief of Rubens' painting of the "Entombment," the three great stained-glass windows, the marble statues of the twelve apostles, and the mosaic pictures covering the entire wall surface. Directly over the altar is a reproduction in mosaic of Cosimi Rosselli's "Last Supper," from the Sistine Chapel, at Rome. To the right and left, running to the arch of the apse, are long panels, a *gloria dei angeli*, surmounted by reproductions, in mosaic, of Michael Angelo's prophets. The cove ceiling, springing from the crown of the great arches, is also done in mosaics representing angels with trumpets. The cove ceiling narrows to a thirty-two foot open circle, and thru this is seen the frescoed ceiling of the true dome, 106 feet from the floor. The nineteen large stained-glass windows of nave, transept, and apse, in a series of beautiful designs, illustrate the life of Christ. Above the organ gallery is a great rosette window with the Christ Child as a center picture. The organ of forty-six stops and nearly 3,000 pipes is placed in the gallery over the vestibule. The seating capacity of the church is about 1,700.

At the dedication exercises Dr. R. Heber Newton, for many years pastor of All Souls Episcopal church, in New York city, will preach his first sermon as University preacher. He will be assisted in his ministerial work by Rev. D. Charles Gardner, formerly pastor of All Saints church, of Palo Alto.

The State Normal school of Fairmount, West Virginia, is to erect a dormitory at a cost of \$15,000.

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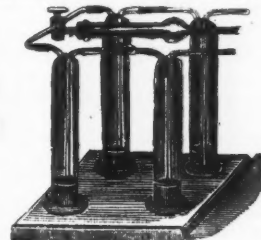
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## Here and There.

The county court of Shelby county, Tenn., has appropriated \$25,000 to be used to purchase a site for an industrial school. The legislature is to be asked to appropriate \$75,000 for the necessary building and equipment.

Sir William C. Macdonald, of Montreal, has given \$45,500 for the building now in process of erection at the Ontario Agricultural college at Guelph.

The Carnegie institute has guaranteed to the Lick observatory \$4,000 for astronomical research.

PRINCETON, N. J.—There is a movement on foot among the classes from 1892 to 1897 to build a Gothic dormitory

at the university as a class memorial. The class of 1902 is also to erect a dormitory to be called the class of 1902 building.

Linguistic scholars at Johns Hopkins university have begun the systematic study of the Philippine dialects. Special attention has been given to Tagalog, the dialect of Manila. Dr. Frank R. Blake, of the university, has prepared an elementary grammar of Tagalog for practical purposes, which will be published early this spring.

NEW BRUNSWICK, N. J.—The special commission appointed by Governor Murphy to investigate the claims of Rutgers college against the state of New Jersey has presented its report. This report recommends that the legislature pay the college a total of \$131,610.

BLOOMINGTON, IND.—The new \$100,000 hall of science for Indiana university was dedicated on January 21, the day set apart for the installation of Dr. William Low Bryan as president. The principal address at the installation was made by President Faunce, of Brown university.

Pres. Edwin H. Alderman, of Tulane university, will make the principal address at the commencement exercises at Johns Hopkins university, on February 23.

PRINCETON, N. J.—Edward W. Scudder, a senior in the university, while indulging in the nightly "fresh fire," had the first and second fingers of his left hand blown off by the bursting of a shotgun which he was firing from his window. During the examination periods "fresh fire" is indulged in every evening about ten o'clock when horns are blown, bells rung, explosives of all kinds discharged from the dormitories and the campus illuminated with burning papers.

The Ohio State Teachers' Association is to hold a session at Put-in-Bay during the last week of June.

The Central Nebraska Teachers' Association is to hold a meeting at Grand Island, Iowa, April 1, 2, and 3.

The raising of the new \$50,000 endowment for Shurtleff college, at Upperton, Ill., has been completed. Of the \$50,000 the college raised \$37,500, and John D. Rockefeller gave \$12,500.

Prof. J. H. Westcott, of the department of Latin of Princeton university, is to make a tour of investigation of the classical monuments in Sicily.

The regents of the University of the State of New York will ask the legislature for \$60,000 to buy the collection of fossils and minerals of the late State geologist and paleontologist, Dr. Hall. This collection is particularly valuable to this state, because it is made up almost entirely of New York specimens.

Edward C. Franklin has been appointed an associate professor in the department of chemistry at Leland Stanford university, to succeed the late Prof. George M. Richardson. The chemistry library of Professor Richardson has been added to the university library.

By a vote of the school children of West Virginia the laurel has been named the state flower. The laurel received 19,331 to 3,663 for the honeysuckle, its nearest competitor.

## Recent Deaths.

Prof. Marcus M. Ross, principal of the Fairmount Normal school, West Virginia, died on December 27. He was well known as an educator in both West Virginia and Tennessee.

Dr. George Morris, for thirty years president of the Baltimore school board, died recently. In 1855 Dr. Morris was presented with a gold medal by the citizens of Norfolk, Va., for his work in combating yellow fever.

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Piles Cured Without Cutting, Danger, or Detention from Work, by a Simple Home Remedy.

Pyramid Pile Cure gives instant relief and never fails to cure every form of this most troublesome disease. For sale by all druggists at 50c. a package. Thousands have been quickly cured. Ask your druggist for a package of Pyramid Pile Cure, or write for our little book which tells all about the cause and cure of piles. Write your name and address plainly on a postal card, mail to the Pyramid Drug Co., Marshall, Mich., and you will receive the book by return mail.

Lawrence Sluter Benson, author of Benson's "Geometry," which was used in many of the colleges of the country thirty years ago, died in Newark recently.

Zebias Ignisz, an educator of Baroda, India, died in Chicago recently. He had been sent to this country by the English government to study the public school system.

TAUNTON, MASS.—Mr. Ansel O. Burt, a member of the school committee, died on January 19. He was for some years principal of the Summer street grammar school, and when that school became a primary, he was elected submaster of the high school in which position he remained until 1891. He was a native of Norton and a graduate of Brown university.

Robert F. Cummings, who for thirty-five years was business manager and agent of the American Tract Society, died suddenly at his home in Newton, Mass., Dec. 19. Mr. Cummings was born in Boston, July 4, 1840. He was educated in the public schools of Boston, and began his business career in the store of D. Lothrop & Company. After a few years he entered the employment of the Boston Tract Society. He was transferred to the American Tract Society in 1871, in whose service he remained up to the day of his death.

Hicks Arnold, of the well-known firm of Arnold, Constable & Company, died after a short illness, on January 28. Mr. Arnold was active in many philanthropic and charitable movements and took a lively interest in the promotion of education.

Capt. W. B. Kendrick, the Southern agent of the University Publishing Company, died on January 24, at Atlanta, Ga., after a brief illness from pneumonia. He began work as an agent for the University Publishing Company, in 1874, so that he was probably the oldest agent in the field, as well as the oldest agent of the well-known house. Capt. Kendrick was born in Georgia in 1837, but removed early to Alabama. At the breaking out of the war he enlisted in the Fifteenth Alabama Volunteers. Later he was promoted to a captaincy of the Thirty-seventh Alabama Volunteers. He served with great bravery with "Stonewall" Jackson in the valley of Virginia, around Richmond, Cedar mountain, Look-out mountain, and Missionary Ridge. For his meritorious service he was awarded the Confederate Cross of Honor. After the war he acted as principal of the schools, of Brunswick, Ga., until he became connected with the University Publishing Company. For the last twenty-nine years, until within a few days of his death, he was constantly in the service, in which he was very successful on account of his critical knowledge of books.

## Very Few People

Are Free From Some Form of Indigestion.

Very few people are free from some form of indigestion, but scarcely two will have the same symptoms.

Some suffer most directly after eating, bloating from gas in stomach and bowels, others have heartburn or sour risings, still others have palpitation of the heart, headaches, sleeplessness, pains in chest and under shoulder blades, some have extreme nervousness, as in nervous dyspepsia.

But whatever the symptoms may be, the cause in all cases of indigestion is the same, that is, the stomach for some reason fails to properly and promptly digest what is eaten.

This is the whole story of stomach troubles in a nutshell. The stomach must have rest and assistance and Stuart's Dyspepsia Tablets give it both by supplying those natural digestives which every weak stomach lacks, owing to the failure of the peptic glands in the stomach to secrete sufficient acid and pepsin to thoroughly digest and assimilate the food eaten.

One grain of the active principle in Stuart's Dyspepsia Tablets will digest 3,000 grains of meat, eggs, or other wholesome food, and this claim has been proven by actual experiment, which anyone can perform for himself in the following manner: Cut a hard boiled egg into very small pieces, as it would be if masticated; place the egg and two or three of the tablets in a bottle or jar containing warm water heated to 98 degrees (the temperature of the body) and keep it at this temperature for three and one-half hours, at the end of which time the egg will be as completely digested as it would have been in the healthy stomach of a hungry boy.

The point of this experiment is that what Stuart's Dyspepsia Tablets will do to the egg in the bottle it will do to the egg or meat in the stomach and nothing else will rest and invigorate the stomach so safely and effectually. Even a little child can take Stuart's Tablets with safety and benefit if its digestion is weak and the thousands of cures accomplished by their regular daily use are easily explained when it is understood that they are composed of vegetable essences, aseptic, pepsin, diastase and Golden Seal, which mingle with the food and digest it thoroughly, giving the overworked stomach a chance to recuperate.

Dieting never cures dyspepsia, neither do pills and cathartic medicines, which simply irritate and inflame the intestines.

When enough food is eaten and promptly digested there will be no constipation, nor in fact will there be disease of any kind because good digestion means good health in every organ.

The merit and success of Stuart's Dyspepsia Tablets are world-wide and they are sold at the moderate price of 50 cents for full-sized package in every drug store in the United States and Canada, as well as in Europe.



# FREE!

**Special Offer to Readers  
of The School Journal  
good for February.**

**A BEAUTIFUL IMPORTED**

## China Tea Set

(56 pieces)

or Toilet Set, or Parlor Lamp, or Clock, or Watch and many other articles too numerous to mention, **FREE**, with a club order of 30 lbs. of our New Crop, 60c. Tea, or 20 lbs. Baking Powder, 45c. a lb. This advertisement **MUST** accompany order. You will have no trouble in getting orders among your neighbors and friends for 30 lbs. of our celebrated goods.

**The Great American Tea Co.,**

31 and 33 Vesey Street,  
P. O. Box 289 NEW YORK.

## ST. DENIS HOTEL

Broadway and 11th Street,

(Opp. Grace Church)

**NEW YORK**

conducted on European Plan at Moderate Rates  
Centrally located and most convenient to amusement and business districts.  
Of easy access from depots and ferries by Broadway car direct, or by transfer.

**W. M. TAYLOR & SON, Proprietors.**  
CHAR. LEIGH, Manager.

**A Skin of Beauty is a Joy Forever.**

## DR. T. FELIX GOURAUD'S Oriental Cream, OR MAGICAL BEAUTIFIER



the hair-ton (a patient): "As you ladies will use them, I recommend 'Gouraud's Cream' as the least harmful of all the skin preparations." One bottle will last six months, using it every day. **GOURAUD'S POUDEUR SUBTILE** removes superfluous hair without injury to the skin.

**FERD. T. HOPKINS, 'copy',**  
31 Great Jones Street, New York.

For sale by all Druggists and Fancy Goods Dealers throughout the U. S., Canada, and Europe. Also found in N. Y. City at R. H. Macy's, Wanamaker's, and other Fancy Goods Dealers. **Beware of Base Imitations.** \$1.00 Reward for arrest and proof of any one selling the same.

## Dr. W. J. STEWART

362 W. 23d St., New York City

Latest and most progressive methods in dentistry. Preservation of original teeth a specialty. Established 1869. Appointments by mail or telephone in advance for visitors.

## FREE TOUR TO EUROPE, 1903

Clergymen, Teachers, and others will be given one free ticket to Europe, with all expenses, for securing price of eight for any of my tours. and for itineraries to EDWIN JONES, 468 Putnam Ave., Brooklyn, N. Y.

## Miscellany.

It is a well settled fact that the increased demand for copper in the arts will make copper mining exceedingly profitable. Probably the richest man in the world is Senator W. A. Clark whose millions were made in copper mining.

One of the richest mines in the world is located at the Olalla on the line of the great Canadian trans-continental R.R.; it is also reached by a branch of the Great Northern R.R. Having visited the offices of the Olalla Copper Mining and Smelting Company we are prepared to say that the testimony of those who have been to the mines is that they contain an apparently exhaustless body of ore. Among these visitors are Senator H. C. Royce, of Vermont; Robert Gaede, Paterson; W. J. Brewer, New York; J. H. Acton, Chicago, all well-known men.

There is no question about the vast quantities of copper; the need now is of money to smelt it; to obtain this the company offer a limited amount of stock at half price. We invite careful attention to their announcement. They do not ask for your money, but that you should investigate; write for information to the Albert E. Hall Company, 204 Temple Court, New York city.

The value of five-grain antikamnia tablets consists in their rapid effect in alleviating the suffering of the patient while endeavoring to rid himself of his neuralgia, rheumatism, fever or la grippe. We have, in short, in this drug a most useful antidote to the two great symptoms—pain and fever.—Medical Reprints, London, England.

A school commissioner in the Mohawk Valley, says:

"The eighteen years that I have served on our school board has taught me many things. While we have all the appliances that the educational system of the state of New York has produced, there are many things not laid down in their schedule that are food for thought. The *Four-Track News* being world-wide in its givings is one of them, therefore cannot be other wise than a valuable addition to our reading table."

It is a matter of considerable interest that Milton Bradley Company, the Kindergarten and school supplies manufacturers, will open a Boston office, February 14, in the Walker building, 120 Boylston street, already the home of nearly twenty publishers.

This change will enable the company to reach the great bulk of their New England customers more expeditiously in the distribution of goods, and, besides this, representatives of the company will be able to meet personally many of the teachers and school officials.

The manager of the new office will be Mr. E. O. Clark, who has been with the company fourteen years, and has until recently been in charge of their Atlanta office.

Mr. W. W. Lord, for many years favorably known as assistant Eastern passenger agent in New York city of the Pennsylvania railroad has become city passenger agent in Philadelphia. All who have come in contact with Mr. Lord speak in high terms of his affability and business sagacity. He carries away with him the good wishes of hosts of friends.

Mr. Colin Studde has come from Washington where he was for several years

## THE MUTUAL LIFE INSURANCE

**COMPANY OF NEW YORK**

**RICHARD A. MCCURDY PRESIDENT**

### STATEMENT

For the year ending December 31, 1902  
According to the Standard of the Insurance  
Department of the State of New York

### INCOME

Received for Premiums	- \$56,874,062 18
From all other Sources	- 16,430,960 59
	<b>\$73,305,022 74</b>

### DISBURSEMENTS.

To Policy-holders for Claims by Death	- \$17,529,455 51
To Policy-holders for Endowments, Dividends, etc.	- 11,580,201 60
For all other Accounts	- 15,040,650 47
	<b>\$44,150,307 58</b>

### ASSETS

United States Bonds and other Securities	- \$220,140,306 09
First Lien Loans on Bond and Mortgage	- 81,566,584 00
Loans on Bonds and other Securities	- 10,278,000 00
Loans on Company's own Policies	- 14,620,974 70
Real Estate: Company's Office Buildings in London, Paris, Berlin, New York, Boston, Philadelphia, San Francisco, Seattle, Sydney and Mexico, and other Real Estate	- 32,833,323 45
Cash in Banks and Trust Companies	- 15,677,925 78
Accrued Interest, Net Deferred Premiums, etc.	- 7,315,666 66
	<b>\$382,432,681 30</b>

### LIABILITIES

Policy Reserves, etc.	- \$314,293,458 19
Contingent Guarantee Fund	- 65,119,223 11
Available for Authorized Dividends	- 3,020,000 00
	<b>\$382,432,681 30</b>

Insurance and Annuities in force - \$1,342,912,062 31

I have carefully examined the foregoing Statement and find the same to be correct; liabilities calculated by the Insurance Department.

**CHARLES A. PRELLER Auditor**

**ROBERT A. GRANNISS Vice-President**

**WALTER R. GILLETTE** General Manager  
**ISAAC F. LLOYD** 2d Vice-President  
**JOHN A. FONDA** 3d Vice-President  
**FREDERIC CROMWELL** Treasurer  
**EMORY MCCLINTOCK** Actuary

# Pears'

the soap which began its sale in the 18th century, sold all through the 19th and is selling in the 20th.

Sells all over the world.

## The Mutual Life Insurance Company of New York

**RICHARD A. MCCURDY, President**

### LEADS THEM ALL

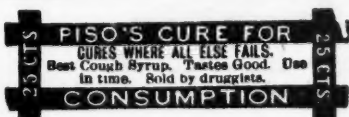
In Amount Paid Policy-holders over Five Hundred and sixty-nine Millions of Dollars

In Assets over Three Hundred and Fifty-two Millions of Dollars

In Active Age Founded in 1843 Fifty-nine Years ago

**THE MUTUAL LIFE INSURANCE CO.**  
of New York

**READERS** will confer a favor by mentioning **THE SCHOOL JOURNAL** when communicating with advertisers.



## Get the Most Out of Your Food

You don't and can't if your stomach is weak. A weak stomach does not digest all that is ordinarily taken into it. It gets tired easily, and what it fails to digest is wasted.

Among the signs of a weak stomach are uneasiness after eating, fits of nervous headache, and disagreeable belching.

"I have taken Hood's Sarsaparilla at different times for stomach troubles, and a run down condition of the system, and have been greatly benefited by its use. I would not be without it in my family. I am troubled especially in summer with weak stomach and nausea and find Hood's Sarsaparilla invaluable." E. B. HICKMAN, W. Chester, Pa.

## Hood's Sarsaparilla and Pills

Strengthen and tone the stomach and the whole digestive system.

## Ben Franklin's Wit.

He silenced his critics by pointing a moral regarding flour.

An incident showing the remarkable keenness of Benjamin Franklin's wit happened about 1730, while publishing the Pennsylvania Gazette. Some of his rich patrons had taken offense at the policy of his paper, and so Franklin invited them to sup with him and talk the matter over. The repast consisted of a pitcher of water and two puddings made of flour of the entire wheat—"sawdust," as it was called in those days. His fastidious friends did not seem to relish this fare, which gave him a chance to point his moral. "My friends," said he, "anyone who can subsist as I do, on sawdust pudding and water, needs no man's patronage."

The story applies equally well to the flour named after Ben Franklin—the

**Franklin  
MILLS  
FLOUR**

A FINE FLOUR OF THE ENTIRE WHEAT

made by The Franklin Mills Co., Lockport, N. Y. Those who eat it, like Franklin, need no man's patronage, and, in addition, are not likely to need any man's pills or medicines either, because it is a food which brings health with it. Franklin Mills Flour "contains all the wheat that's fit to eat;" in fact, is all nutriment and nothing but nutriment.

## The Best Books

For High Schools, Academies, and Business Colleges. Spelling, Letter Writing, Typewriting, English, Shorthand, Commercial Law, Arithmetic, Bookkeeping, and Business Practice. Used in prominent schools of every state. We also publish a pocket dictionary, containing 33,000 words. Illustrated catalogue free. Address.

THE PRACTICAL TEXT BOOK COMPANY,  
483 Euclid Avenue, Cleveland, Ohio.

city passenger agent of the Pennsylvania railroad to take Mr. Lord's place in New York. He has made an enviable record in Washington and won friends for himself and the company in all quarters.

The year 1902 was one of unexampled prosperity for the Massachusetts Mutual Life Insurance Company. It made notable gains in assets, new business, and outstanding insurance. At the beginning of the year the net assets were \$26,280,054; January 1, 1903, they were \$29,000,928, an increase for the year of \$2,720,874, that being the amount saved from income. The gross assets increased \$2,668,581, and are now \$30,960,145.

For a number of years the annual new business has averaged about \$20,000,000, and until last year no special effort was made to increase it. It was decided that the time had come to increase this figure and the amount fixed upon for the year's work was \$25,000,000. The amount actually written was \$25,086,574.

The outstanding business has more than doubled in the last ten years, and its growth has been steady and substantial; the increase has been accompanied by a falling ratio of expenses to premium receipts. The business has been secured by an industrious and intelligent presentation of the merits of a conservative company, and of policy contracts which, in fact, embrace all there is of real value in life insurance.

## The Michigan Central Railroad.

The great meeting of the National Educational Association of Boston in July is already stirring the activities of the railroads in the northern half of the country. Not less than 10,000 teachers are to be moved across the eastern half of the continent, from the Mississippi river to the Atlantic ocean. The Michigan Central railroad has prepared a folder of the famous Niagara Falls Route. This folder contains a handsome and exceedingly clear map of all railroads from Chicago eastward, and will be found useful to all teachers who intend making the journey. The Michigan railroad is the natural continuation of the New York Central railroad to the West, and is chosen by tourists because it gives a fine view of the wonderful Falls at Niagara. Mr. W. H. Underwood, the general Eastern passenger agent, at Buffalo, N. Y., will gladly send a handsome folder of the road to any teacher asking for it.

## Roanoke's Beautiful Chime.

Inauguration of the Fishburne Memorial at Greene Memorial Methodist Church.

In memory of Mrs. Emma V. Fishburne, of Roanoke, Va., has been lately erected in the tower of Green Memorial church, a chime of ten bells in E flat, ranging in weight from 2,650 to 200 pounds, and aggregating 13,500 pounds. The tone quality is exquisitely mellow and so musical that the people of the Magic City were charmed and delighted with the inaugural music of December 20-23. The recitals were under the direction of Mr. Harry Mettee, of Baltimore, a skilful chimer, who rendered seventy-

two selections in all. On Sunday great crowds heard the bells morning, afternoon, and evening, and the universal opinion is that the McShane Bell Foundry, of Baltimore, the founders of the Fishburne bells, never produced a chime of more delicate quality or more refined, silvery tone, tho the McShane bells in other cities are world-famed for quality of tone and harmony of relation. This form of memorial is not only very beautiful as a personal testimonial, but when McShane bells are used, becomes a public benefaction, and one that extends far to future generations a correct idea of sacred music from its most appropriate medium—an imperishable instrument of sweet sound.

## Tour to California.

Under the Personally-Conducted System of the Pennsylvania Railroad.

The second Pennsylvania Railroad Personally-conducted Tour to California for the present season will leave New York and Philadelphia on the Golden Gate Special, February 19, going via Cincinnati, New Orleans, San Antonio, and El Paso to Los Angeles and San Diego. Three days will be spent in New Orleans, during the Mardi-Gras festivities. Should a sufficient number of passengers desire to travel under the care of a Tourist Agent and Chaperon, a delightful month's itinerary in California has been outlined; and a returning itinerary to leave San Francisco, March 23, visiting Salt Lake City, Glenwood, and Colorado Springs and Denver, arriving in New York, April 6. Rate, \$275 from all points on the Pennsylvania Railroad east of Pittsburgh, covering all expenses of railroad transportation, side trips in California, and berth and meals going on the special train. No hotel expenses in California are included. Tickets are good for return within nine months, but returning cover transportation only. For detailed itinerary apply to Ticket Agents, or address Geo. W. Boyd, Assistant General Passenger Agent, Broad Street Station, Philadelphia, Pa.

## One of the Largest Properties Ever Opened up in Arizona.

These Gold Mines are situated about 4 1-2 miles from Wickenburg, Arizona, on the Santa Fe R.R. and about 1 mile from the Hassayampa river in Yavapai county, Arizona.

It is a particularly new property as it was discovered only about two years ago, but the immediate district is one of the oldest sections where gold has been found in early days in Arizona, and has already done much to help make the record that Arizona enjoys as a mineral producer.

This is the mining district that was visited by President McKinley and party on his Western trip and several hours were spent at the Congress Mine, nearby.

Judging from the prospectus of the Oro Grande Mines Co. they seem to possess great value and merit which is substantiated both by their press history and the opinions of mining men who have visited the property.

We would call the readers' attention to their ad in this issue of THE SCHOOL JOURNAL and suggest that all interested in mining get their prospectus which is quite complete and instructive as to what constitutes a developed mine.

## Health and Rest for Mother and Child.

Mrs. WISELOW'S SOOTHING SYRUP has been used for OVER FIFTY YEARS by MILLIONS OF MOTHERS for THEIR CHILDREN WHILE TEETHING WITH PERFECT SUCCESS. It SOOTHES the CHILD, SOFTENS the GUMS, ALLAYS all PAIN, CURES WIND COLIC, and is the best remedy for DIARRHEA. Sold by Druggists in every part of the world. Be sure to ask for "WiseLOW's Soothing Syrup," and take no other kind. Twenty-five cents a bottle.

## Teachers Who Are Students

of education and who want to keep up with the educational procession will find a full record of important educational events in THE SCHOOL JOURNAL.—Ad.

"He had small skill o' horse flesh  
who bought a goose to ride on." Don't take  
ordinary soaps  
for house cleaning.  
**THE PROPER THING**  
is **SAPOLIO**  
—Try a cake of it, and be convinced.—